University of Oregon/College of Education
Department of Counseling Psychology and Human Services
Couples and Family Therapy Graduate Program
Group psychotherapy: CFT 624
Spring, 2014

Instructor: Hyejin Kim, Ph.D.
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Phone: (541) 346-7487

Instructor: Melissa Donovick, Ph.D.
Email: melissd@uoregon.edu
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Instructor: Stephanie Judson, M.A. (Doctoral Psychology Intern)
Email: sjudson@uoregon.edu

Class Time: Wednesdays 1:30 p.m. – 4:30 p.m.  Class Location: 176 ED

Course Description:
This course is an integration of group psychotherapy and counseling diverse populations. The class will focus on developing skills in providing “here and now” interventions and reflecting on one’s own processes while engaged in a group. The course will involve a combination of didactic and experiential activities including lectures, dialogues, role-play, and participation in a group. Through the group participation, students will be encouraged to become a diversity-competent group therapist.

Required Texts:

Required Supplemental Readings
Readings that are not in your text will be found on Blackboard.

Recommended Text:

Group Psychotherapy Course Objectives:
• To expand your own awareness of group process through an experiential group.
• To develop a repertoire of group psychotherapy techniques, exercises, and skills common in group practice.
• To articulate personal reactions to course content and process through class assignments and class discussion.
• To help you become a culturally competent therapist.

Diversity Course Learning Outcomes
A. Knowledge
• Students will become familiar with social and cultural processes of specific groups (ethnic/racial, LBGT) in the United States.
• Gain knowledge of multicultural counseling
• Students will become familiar with issues surrounding research and assessment of diverse populations.

B. Awareness
• Assist students in identifying social and cultural processes in their daily lives by increasing awareness of their own and others’ perceptions of racial/ethnic groups and how they play a role in social behavior.
• Increase student’s awareness of their own cultural identity, privilege, bias, and reactions to others who are “different”
• Identify the therapist’s own group memberships and identities and describe how these might influence his/her work with clients who are similar and different.

C. Skills
• Expose students to culturally relevant interventions and prevention methods for diverse groups and promote advocacy of social justice.
• Learn skills in conducting dialogues with clients, colleagues, and peers surrounding issues of diversity.
• Generate and resolve clinical dilemmas associated with client and therapist group memberships and identities.

COAMFTE Core Competencies Addressed in this Course:
1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy.
1.1.4 Understand the risks and benefits of individual, marital, couple, family, and group psychotherapy.
1.3.9 Manage session interactions with individuals, couples, families, and groups.
3.3.3 Develop a clear plan of how sessions will be conducted.
3.4.5 Monitor personal reactions to clients and treatment process, especially in terms of therapeutic behavior, relationship with clients, process for explaining procedures, and outcomes.
4.2.1 Recognize how different techniques may impact the treatment process
4.3.7 Defuse intense and chaotic situations to enhance the safety of all participants.
5.3.7 Practice within defined scope of practice and competence.

Couples and Family Therapy Program Values Statement:
The CFT program embraces a culture of respect and inclusion with a commitment to honoring diversity in all aspects of our program. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. Diversity includes, but is not limited to race, ethnicity, tribal affiliation, national origin, age, sexual orientation, gender, gender-expression/identity, socioeconomic status, disabilities, and spiritual/religious affiliations. We aim to honor and value diverse ways of learning, knowing, and experiencing. We also hope to create a forum where dialogues can take place that foster individual as well as collective self-awareness and growth. In keeping with our commitment to these values, we ask that everyone (students, faculty, staff and supervisors) partner in a shared responsibility to build inclusion, equity, and
respect of diversity across the CFT program. This can only happen if we continue to reflect on how our cultural backgrounds and diverse life experiences influence our work with clients. Thus, while we each bring unique perspectives to our professional work, as a program we expect that our students, faculty and staff, as human service professionals, will strive toward competency in meeting our clients' diverse needs and respecting all people.

**Disclosure of Personal Information:**
The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have established policies for informing applicants and students regarding disclosure of their personal information (COAMFTE Standard 140.02, 2003). With this standard in mind, I would like to highlight that in this course personal disclosures may occur. Each student should decide for himself/herself what information to disclose. Students are advised to be prudent when making self disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential and remain only in the classroom unless an exception to confidentiality applies.

*The AAMFT Code of Ethics states in standard 4.7 (2001) that Marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law.*

_With this in mind, the program would like to highlight those clinical supervisors who share responsibility for supervisees will share relevant information without a written waiver in an effort to provide a quality standard of supervision, maintain coherent training throughout the program, and ensure client care._

**Counseling Psychology Program Competencies Addressed in this Course:**

**6a:** Students demonstrate awareness and understanding of diversity and contextual issues (e.g., culture, identity, gender, sexual orientation, disability, marginalization, poverty, etc.).

**11a:** Students demonstrate the ability to collaborate in training, clinical practice, and research.

**11b:** Students demonstrate facilitative interpersonal skills with others, including supervisors, peers, staff, and supervisees.

**11c:** Students are responsive to feedback from faculty, supervisors, and peers.

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<thead>
<tr>
<th>CPSY Objective</th>
<th>CPSY Competency</th>
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<tr>
<td>(6a). Students will acquire awareness and knowledge of the role that cultural factors play in human development, will develop attitudes that value human diversity, and will develop critical consciousness and openness to examining issues such as privilege, power, oppression, inequity, and social injustice in professional and personal interactions.</td>
<td>(6a). Students will demonstrate awareness and knowledge about how culture and context inform individual development, will demonstrate attitudes that value human diversity, will demonstrate critical consciousness, and will actively engage in examining their own privilege and power and how oppression, inequity, and social injustice influence people with whom they work.</td>
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<tr>
<td>(6b). Students will develop skills for conducting culturally competent research, practice, consultation, and teaching in order to make appropriate, ecologically-minded research and practice decisions with individuals, families, and groups from diverse cultural, ethnic, SES, national, language, disability, and other backgrounds</td>
<td>(6b). Students will demonstrate developmentally appropriate skills for conducting culturally competent research, practice, consultation, and teaching with diverse individuals, families, groups, and systems.</td>
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**COLLEGE OF EDUCATION POLICIES**

**ATTENDANCE POLICY**
Attendance is required to succeed in this course and master the course material. If a student does miss class, it is the student’s responsibility to get class notes, and handouts or other distributed materials.

**ACADEMIC MISCONDUCT POLICY**
All students are subject to the regulations stipulated in the UO Student Conduct Code ([http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx](http://uodos.uoregon.edu/StudentConductandCommunityStandards/AcademicMisconduct/tabid/248/Default.aspx)). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**CONFLICT RESOLUTION**
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, OR contacting the Department Head.

Outside the College, you can contact:
- UO Bias Response Team: 346-1139 or [http://bias.uoregon.edu/whatbrt.htm](http://bias.uoregon.edu/whatbrt.htm)
- Conflict Resolution Services 346 -0617 or [http://uodos.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx](http://uodos.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx)
- Affirmative Action and Equal Opportunity: 346-3123 or [http://aaeo.uoregon.edu/](http://aaeo.uoregon.edu/)

**DIVERSITY**
It is the policy of the University of Oregon to support and value diversity. To do so means that we:

- Respect the dignity and essential worth of all individuals.
- Promote a culture of respect throughout the University community.
- Respect the privacy, property, and freedom of others.
- Reject bigotry, discrimination, violence, or intimidation of any kind.
- Practice personal and academic integrity and expect it from others.
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.
DOCUMENTED DISABILITY
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see http://ds.uoregon.edu/

MANDATED REPORTING
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
http://around.uoregon.edu/mandatoryreporting

EXPECTED CLASSROOM BEHAVIOR
Classroom expectations include:
- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class
- Attending for the duration of class
- Not reading other materials, books, newspapers, or using laptops for other activities
- Turn off cell phones and other electronic devices
- Racist, homophobic, sexist, and other disrespectful comments will not be tolerated

GRIEVANCE
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

INCLEMENT WEATHER
In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university's schedule will be posted on the UO main home page (in the “News” section) at
http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted via email. During periods of inclement weather, please check your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

The assignment of INCOMPLETE OR “I” grades is discouraged and will be used only in cases of extreme emergencies where satisfactory progress has been demonstrated and a passing grade may be earned. However, should an “I” grade be necessary, students should inform me at the time such circumstances exist and at least one week before the end of the term. Upon notification, a course completion contract between the student and I will be developed before the last week of the term.

Respectful language and behavior is expected of all students during classes and class discussions. Potentially controversial topics or issues, on which class members may disagree, may be covered or discussed within the context of describing and critiquing research studies or procedures. Students in this class should feel safe, and free to discuss topics and issues in an open and professional manner. Disrespectful, harassing, and abusive language have no place in professional discourse.

COURSE REQUIREMENTS

Below is a list of assignments that link to the Student Learning Outcomes (SLO). For example, “SLO1” may be listed. Please refer to the back page of the syllabus for all Educational Outcomes, including a list of SLOs.

Attendance and Participation in Class Discussion (20 pts; SLO1):
Attendance and participation in class are of primary importance both with regard to successful understanding of course material and to personal/professional development and growth. It is our hope that class time will be utilized by each of you in such a way that you will leave feeling enriched and excited about the material, discussions, and activities. Please come to class on-time and having completed the assigned readings prior to arrival. This class focuses on collaboration and it is my expectation that you will make every effort to work with one another in a supportive, thoughtful way. In the event of your absence please make every effort to contact the instructor prior to class time. Students may miss one class without penalization; however, it is your responsibility to determine what was missed during an absence or tardy. Each class missed beyond one class will result in a loss of 2 points per class missed.

Informed Consent Document for Group Therapy (15 pts; SLO1):
(a 2 page paper with 12pt. font and single-spaced)

Students develop an Informed Consent form for one specific type of group therapy (e.g., Anger management group, Substance abuse treatment group, Parenting group, Couple relationship enhancement group, etc.). Instructor will review a consent form used in the Center for Family Therapy as a reference.
Students should include following information in the informed consent form:

1. Information on the nature, purposes, and goals of the group
2. Confidentiality and exceptions to confidentiality
3. Group services that can be provided (e.g., frequency and duration of meetings, length of a group, place for group meetings, fee, open versus closed groups, etc.)
4. The role and responsibility of group members and leaders
5. Inclusion criteria

Participation in the Experiential Group (SLO3, SLO4):
A major component of the course is participation in an eight-week experiential group. The group is designed to provide students with first-hand experience of group leadership, group membership, group process, and interventions. While the group is meant to simulate some aspects of a therapeutic group, it is NOT intended to be therapy. Although some self-revelation may be appropriate, students should carefully consider the nature and depth of any self-disclosure. In general, students are expected to maintain appropriate professional and collegial boundaries while participating in group activities. Students are encouraged to actively participate in the group process. However, your grade for participation in the experiential group will be based on your reflections, not the nature or content of your participation.

The class will be randomly assigned into small groups of approximately 5-6 students. Each week one or two students will work as group leaders and engage the other members in a group exercise. Each student will have the experience of leading a group and also of being a group member. Also, students will remain in the same groups for the eight week duration of the group process in order to establish and maintain group safety and group cohesiveness.

A. Group Manual (1 due, 30 pts; SLO3, SLO4, SLO5)

1. **Group Manual Proposal:** Each group leader will need to develop a manual for the group of assigned weeks. The group leader should email the manual to the instructors (both instructors Dr. Kim and Dr. Donovick via email) by **1 p.m. the Sunday** prior to the group she/he will be leading. The instructor will review the manual and provide suggestions to the leader if necessary.

   * The format of manual and a sample manual are attached in the syllabus.
   ** If you have a question or need help preparing the manual, please contact instructors.

2. **A Final Group Manual:** After leading the group, the leader will modify the manual based on the group experience and feedback from the group members and instructor. The modified manual will be turned into the instructor (Hyejin) at the beginning of the following class.

B. Choose an option to make 15 pts.: (SLO4)

1. **Group Process Meeting (15 pts):**
   After each experiential group, group leaders of the week meet with the instructor and other group leaders. During the meeting, all group leaders will have time to reflect and
process the group experience as a group leader.

* 4:30-5:20pm Wednesday (HEDCO 258)

2. One Reflection Paper (15 pts):
   Group leaders are expected to turn in a brief reflection paper (2 pages, 12pt., & double-spaced) on their group experiences at the following class period that they lead the groups. The reflections should focus on the leader’s personal reaction to:
   - Group process
   - Cultural diversity
   - Learning & Difficulties (or challenges)
   - Reflection on their own participation as a group leader

Movie Analysis (20 pts; SLO4, SLO5):
This will be a review of a movie, analyzed based on various diversity concepts. More detail is given at the end of the syllabus.

**COURSE GRADING**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Class and Group Participation</td>
<td>20</td>
</tr>
<tr>
<td>Inform Consent Document</td>
<td>15</td>
</tr>
<tr>
<td>Group Manual</td>
<td>30</td>
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<tr>
<td>Choose One</td>
<td>15</td>
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<tr>
<td>Movie Analysis</td>
<td>20</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A+</td>
<td>97 – 100 pts.</td>
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<tr>
<td>A</td>
<td>94 – 96 pts.</td>
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<tr>
<td>A-</td>
<td>90 – 93 pts.</td>
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<tr>
<td>B+</td>
<td>87 – 89 pts.</td>
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<tr>
<td>B</td>
<td>84 – 86 pts.</td>
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<td>B-</td>
<td>80 – 83 pts.</td>
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<td>C+</td>
<td>77 – 79 pts.</td>
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<td>C</td>
<td>74 – 76 pts.</td>
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<td>C-</td>
<td>70 – 73 pts.</td>
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<td>D+</td>
<td>67 – 69 pts.</td>
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<td>D</td>
<td>64 – 66 pts.</td>
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<td>D-</td>
<td>61 – 63 pts.</td>
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<td>F</td>
<td>&lt; 60 pts.</td>
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Courses receiving a C and lower are not accepted for graduate credit, even though they may be computed in the GPA.

**Late Assignments:**
Outside of exceptional circumstances (medical emergency or situations discussed with the instructor) assignments turned in late will be reduced by 20% for each day it is late.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>CLASS</th>
<th>1:30 – 2:20pm Lecture</th>
<th>3:00-4:20pm Lecture or Group</th>
<th>4:30–5:20pm Leaders’ Meeting (Hyejin)</th>
</tr>
</thead>
</table>
| **CLASS #1**  
April 3rd | 1. Ethical and Legal Issues in Group Therapy  
2. Forming a Group  | Readings & Assignment Due | N/A |
| Hyejin | 1. Corey et al., 2014, Ch.3*, Ethical and Legal Issues in Group Therapy  
2. Corey et al., 2014, Ch.5*, Forming a group | | |
| **CLASS #2**  
April 10th | 1. Screening Members  
2. Stages of the Group | Forming Experiential Groups  
(Setting leaders each week) | N/A |
| Hyejin | | 1. Yalom, 2005, Ch.8, The Selection of Clients  
2. Yalom, 2005, Ch.11, In the beginning | |
| **CLASS #3**  
April 17th | 1. Group Therapists’ Tasks  
2. Co-therapists | **Experiential Group 1:** Get to know you!! | N/A |
| Hyejin | | 1. Yalom, 2005, Ch.5, The therapist: Basic tasks  
2. Yalom, 2005, pp. 443-448, Co-therapists | |
| **Assignment Due:** | | **Assignment Due:** Informed Consent Document for Group Therapy | |
| **CLASS #4**  
April 24th | 1. Group Cohesiveness  
2. Planning Groups: Feel free to bring your lap-top and other resources to plan your group. | **Experiential Group 2:** Group Cohesiveness | N/A |
| Hyejin | | 1. Yalom, 2005, Ch. 3, Group cohesiveness  
2. Reading for the week you lead a group | |
| **CLASS #5**  
May 1st | 1. Therapy applications: culture and race | **Experiential Group 3:** Culture and race in therapy | HEDCO 258 |
| **CLASS #6**  
May 8th | 2. Therapy applications: cultural assessment and interview framework | **Experiential Group 4:** Cultural assessment | HEDCO 258 |
<table>
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<tr>
<th>CLASS #7</th>
<th>May 15th</th>
<th>Melissa</th>
<th>1. Therapy applications: LGBTQ</th>
<th>Experiential Group 5: LGBTQ</th>
<th>HEDCO 258</th>
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<tr>
<th>CLASS #8</th>
<th>May 22nd</th>
<th>Melissa</th>
<th>1. Therapy applications: Disability and ableism</th>
<th>Experiential Group 6: Disability and ableism</th>
<th>HEDCO 258</th>
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<tr>
<th>CLASS #9</th>
<th>May 29th</th>
<th>Melissa</th>
<th>1. Therapy applications: Religion and spirituality</th>
<th>Experiential Group 7: Religion and spirituality</th>
<th>HEDCO 258</th>
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<tr>
<th>CLASS #10</th>
<th>June 5th</th>
<th>Hyejin</th>
<th>1. Termination of a Group</th>
<th>Experiential Group 8: Termination</th>
<th>HEDCO 258</th>
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<td></td>
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<td></td>
<td>Assignment Due: Movie Analysis</td>
<td>1. Yalom, 2005, pp. 382-390</td>
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<td></td>
<td></td>
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<td>2. Corey Ch. 9. Final Stage of a Group</td>
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You will be able to access/view your grades on Blackboard ([blackboard@uoregon.edu](mailto:blackboard@uoregon.edu)).

* Reading will be posted on Blackboard.

** The contents of this syllabus may be altered as deemed appropriate by the instructor throughout the course. You will be notified of any changes.
Group Manual Format

Title

Name

Objectives
(State what you want to accomplish from this group activity. The objective should be closely tied to the topic and readings of the week assigned.)

Rationale for Use
(State justifications or theoretical frameworks for this group work.)

Instructions
(State specifically how the group is preceded or works: See attached sample manuals.)

Process the group: Please have this process at least twenty minutes.
Group members (including leaders) share their group experiences:
  a. Share how their group experiences are tied to readings of the week.
  b. Share what I enjoyed, thanked to, or struggled in the group.
  c. Share what I appreciated about the leader and her/his work in the group.
  d. Give suggestions to the leader with a curious stance and respectful manner.

Suggestions for Follow-Up (or Contraindications)
(You are going to write this section after leading your group: This section should be in the final version of the manual.)

References
(Cite books, articles, or websites that you used for the group.)


A Sample Group Manual

Anger Management: What is Anger?

Hyejin Kim, Ph.D., LMFT

Type of Contribution: Psycho-education group, Handout (Anger Diagram)

Objectives
1. Group members start accepting anger as a normal emotion.
2. Group members begin identifying their anger.

Rationale for Use
Clients having trouble managing anger often view anger as a negative emotion. This activity normalizes anger and helps them express their anger in a constructive way. In addition, group leaders employ psycho-education to help the clients understand stages of their anger.

Ice Break
1. Instructors ask group members to share the latest time that they were angry and its reason.

Instructions

Step one: Normalizing Anger
1. Instructors ask a question to group members:
   What do you think of Anger? Is Anger good or bad?
2. The group members share their thoughts about anger.
3. Instructors normalize anger and explain differences between anger and action:
   Anger is a completely normal emotion that we all experience. However, when anger gets out of control, it can cause problems in your relationships, your health, and your work. Therefore, it is important to learn how to handle anger in positive ways.

Step two: Identifying Symptoms of Anger
1. Instructors give a handout (Anger Diagram) to group members and explain the concept of anger diagram.
   Anger Diagram: The Anger Diagram explains what people go through when they become angry. It begins with a person being in a calm state and ends with the person recovering. Each stage has certain characteristics, and some stages may overlap. It is possible that a person moves back and forth between the first four stages before peaking.
Not every time a person gets angry does their anger result in an outburst (peaking). Therefore, stages one to four do not necessarily lead to peaking. There is a list of feelings or behaviors that a person may experience at each stage. It is important to remember that each individual responds differently to anger, and that what follows is only a list of behaviors and feelings that people often experience at this stage. Another important thing to remember is that this is only one way of explaining what happens with a person’s body when they get angry, there may be many other ways to think about this.

Stages of Anger: Instructors explain each stage of anger.

a. Trigger: A trigger is defined as “an act that sets in motion some course of events”. In this context a trigger is something that makes you angry, something that puts the anger cycle into motion. You just shared the latest incident that you were angry. Think about the trigger for the incident. As thinking of the time, write down how your body feels at this stage. You may notice that your body becoming tense, your heart rate may begin to increase, and you may find that you are clenching your jaw or jiggling your leg. You may also find that your breathing rate is starting to increase. This is your body preparing for the “flight or fight reaction”. When people perceive a something as a significant threat, then their bodies get ready either for a fight to the death or a desperate flight from certain defeat by a clearly superior adversary.

b. Agitation: Your anger is continuing and your body’s tension level may continue to increase. People at this stage often get up and move around, start balling their hand into a fist, and their eye movement may begin to change. You may start to become unable to think completely clearly and your breathing rate may increases. Unclear thinking tends to be masked by irrational thoughts and at this point you might be tempted to say things that you would not normally say or mean to say. Write down what body reaction you experience at this stage.

c. Acceleration: At this stage of the anger ride, your body may start to pick up speed on the highway. People at this stage look like those at the agitation level only more magnified. Heart rate is rapidly increasing. Your body may moves faster, with less input from your brain, and it may feel like your start to run on autopilot with the speed set very high. Breathing is usually rapid and shallow at this point. Write down what body reaction you experiences at this stage.

d. Flooding: Flooding is when a person is emotionally and physically overwhelmed. The physical signs of flooding include irregular shallow breath, pounding heart and sweaty hands. When flooding happens, you are biologically unable to access your frontal lobe, the part of the brain that is responsible for logical thinking. Flooding can occur during the phase labeled “acceleration” or “peaking”, but has occurred by the time that your anger has peaked.

e. Peaking: At this stage of the ride of your body is at full-blown anger or rage. Nothing can stop you from keeping going at full speed. Your body may almost moves on its own
and you might not be able to do a lot of rational thinking at this point. Your body is probably at extreme tension level. Your breathing is probably rapid and extreme at this point. **Write down what body reaction you experiences at this stage.**

f. **Deceleration:** At this stage, you are unable to maintain the level of intensity that peaking requires. Thus, you begin the descent into de-escalation or deceleration. Your body is starting to relax, the tension is starting to fade, rational thought becomes possible again and you are starting to take back control of your body. Your heart rate begins lowering and your respiration starts to return to normal. **Write down what body reaction you experiences at this stage.**

g. **Recovery:** Once you have been flooded, it takes your body generally at least 20 minutes to recover and re-establish normal bodily and emotional functioning. At this stage, your body is probably back to the state it was in when you were calm. Your body is feeling relaxed again without the tension that started in the trigger stage.

2. The group members share their body reactions at each stage.

3. Instructors highlight their ability to identify their physical signs of anger.

4. Instructors ask the group members a question: a. which stage is the best (or easiest) stage for you to stop the anger cycle? (Earlier is better!!!); b. how long does it take from trigger to peaking stage?

5. Instructors provide a tip to stop the anger cycle, which is **Change Your Environment.** Perhaps you can walk away from the situation. If you can get some fresh air, you may cool down your anger.

**Process the group:** Please have this process **at least twenty minutes.**

Group members (including leaders) share their group experiences:

a. Share how their group experiences are tied to readings of the week.

b. Share what I enjoyed, thanked to, or struggled in the group.

c. Share what I appreciated about the leader and her/his work in the group.

d. Give suggestions to the leader with a curious stance and respectful manner.

**Suggestions for Follow-Up (or Contraindications)**

1. The group leaders do not need to rush to finish all activities they prepared here. Please follow the group flow and be sensitive to the needs from group members.

2. When using the handout, please have group members share their reflections on it. They can share it voluntarily.

**References**

(N/A)
Handout: Anger Diagram

Direction: Write down your body reactions at each stage.

Examples:
Fast heart beat, Sweating, Shaking, Clenched jaws, Clenched fists, Fast breathing, Headaches, Stomach aches, Upset feelings in the stomach, Tight chest, Tense muscles, Frowning, scowling, Red face, Problem concentrating, Confusion, Irritability, etc.
Movie Analysis Project

The purpose of this assignment is to have you observe and analyze interactions and dynamics among individuals or/and within couple or family relationships in terms of various diversity concepts.

<table>
<thead>
<tr>
<th>Areas</th>
<th>Points</th>
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<tbody>
<tr>
<td><strong>Writing</strong>: Follow all APA guidelines related to clarity, headings, content, and citing relevant literature. Length: about 4-5 pages with double spaced &amp; 12pt.</td>
<td>3</td>
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<tr>
<td><strong>Introduction</strong>: A brief introduction describing your movie and your paper (1 page)</td>
<td>2</td>
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<tr>
<td><strong>Diversity Reflection</strong>: (2 pages)</td>
<td>10</td>
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<tr>
<td>Please write about what you observe, analyze, and what you appreciate in the interactions and dynamics among individuals or/and within couple or family relationships while thinking of various diversity aspects. The following are possible questions to guide your diversity reflection.</td>
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<tr>
<td>1. Explain whether characters with cultural differences were portrayed realistically and/or stereotypically.</td>
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<td>2. Discuss whether other people had high or low expectations for characters with disabilities or cultural differences.</td>
<td></td>
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<tr>
<td>3. How did culturally diverse characters make positive contributions to the lives of others?</td>
<td></td>
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<tr>
<td><strong>Clinical Application</strong>: (1-2 pages)</td>
<td>5</td>
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<tr>
<td>Think about what if an individual, a couple, or a family in the movie comes to therapy, how would you like to help them?</td>
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<tr>
<td>1. Case conceptualization: (e.g., An African American couple of the movie (Crash) had a huge fight after a Caucasian police man insulted the female partner in front of her partner. The female partner was so angry at her husband. And, the male partner seemed powerless.)</td>
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<tr>
<td>2. As their therapist,</td>
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<tr>
<td>a. First, please go over chapter 8: A cultural assessment framework and interview protocol (Grieger, 2011, pp.132-161). What cultural assessments are needed and/or appropriate to further understand your client system?</td>
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<td>b. propose a possible therapeutic plan with your client.</td>
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<tr>
<td><strong>Total</strong></td>
<td>20</td>
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</tbody>
</table>

**Note:** Here are some possible options (I am open to discussion) for films to review.

Disability: I am Sam (2001)
LGBTQ: *A single man* (2009)
University of Oregon CFT Educational Outcomes

Student Learning Outcomes: As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills

SLO1. Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

SLO2. Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

SLO3. Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

SLO4. Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

SLO5. Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

Faculty Outcomes: Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

FO1. CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

FO2. CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

FO3. CFT faculty will foster a rich learning environment that demonstrates inclusion, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

Program Outcomes: The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:

PO1. Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

PO2. Students will demonstrate critical analysis of culturally-competent, systemic practice.

PO3. Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.