

**INTRODUCTION TO CULTURALLY COMPETENT
GROUP THERAPY: A COMMUNITY MENTAL
HEALTH CURRICULUM FOR MEDICAL
STUDENTS**

CONNECTICUT MENTAL HEALTH CENTER-HISPANIC CLINIC

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**CAROLYN ORTEGA, M.A.,
PRE-DOCTORAL CLINICAL PSYCHOLOGY
FELLOW**

&

ANDRES BARKIL-OTEO, M.D., M.Sc.,

ASSISTANT PROFESSOR OF PSYCHIATRY
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LEARNING OBJECTIVES

Introduction to Culturally Competent Group Therapy: A Community Mental Health Curriculum For Medical Students

Connecticut Mental Health Center-Hispanic Clinic

Carolyn Ortega, M.A., & Andres Barkil-Oteo, M.D., M.Sc.

Curriculum Description:

This curriculum is designed to enable medical students to gain a robust understanding of group therapy from a culturally competent framework. Theory and research are applied from the field of clinical psychology due to the increasing interface between medical professionals and members of other health disciplines in community mental health settings. As a result, our goal is to enable students to utilize their understanding of group dynamics and phenomena gained through this course to promote future collaborative practice within teams in interdisciplinary systems. Readings were selected with the intent of sensitizing medical students to the presence of cultural factors in conceptualizing psychopathology and process factors in a group therapy modality.

Week 1: INTRODUCTION TO GROUP THERAPY

- A) Understand the rationale for group psychotherapy
- B) Conceptualize the unique values of group therapy in a community mental health setting
- C) Know the main characteristics of group psychotherapy
- D) Exposure to the role that social and cultural factors play in the group psychotherapy process
- E) Understand ethical and professional parameters that will govern practice in group psychotherapy

Week 2: FACTORS IN THE DEVELOPMENT OF AN ALLIANCE IN GROUP THERAPY

- A) Become familiar with issues involved in forming a group
- B) Learn the major tasks of the group leader
- C) Become aware of the characteristics of groups in order to deliver

- appropriate interventions
- D) Recognize common problems encountered in group psychotherapy as well as to develop ideas for constructively dealing with these conflicts and/or issues
- E) Learn the fundamental psychological constructs of group process
- F) Robust understanding of ways to prepare members for a group including teaching members how to profit from this therapeutic format
- G) An understanding of the importance of the group leader's willingness to adapt his or her techniques to the cultural context of the group
- H) Gain exposure to interpersonal and organizational relationship concepts in working within a multidisciplinary team setting

Week 3: THEORETICAL APPROACHES TO GROUP THERAPY

- A) The key concepts of the various theoretical modalities (i.e. Psychodynamic, Cognitive-Behavioral, Interpersonal, Existential, Person-Centered) as they are commonly applied in their approach to group psychotherapy
- B) Basic understanding of role played by members' past in current development and presenting issues as viewed by differing schools of thought in group psychotherapy
- C) The process of both transference and countertransference as they are manifested in a group
- D) Understand the facilitative dimensions of the therapeutic relationship as expressed within a group context via main theoretical orientations
- E) Conceptualize the role of the group leader through the perspective of various theoretical modalities
- F) Demonstrate the ability to apply basic concepts of main theoretical models in group psychotherapy

Week 4: DIVERSITY COMPETENCE IN GROUP THERAPY

- A) Understand how diversity dimensions impact group process and dynamics
- B) Identifying specific beliefs and attitudes, knowledge, and skills that are essential in becoming a diversity-competent group leader
- C) An understanding of the importance of the group leader's willingness to adapt his or her techniques when working with culturally diverse populations
- D) Understand the paradigm of multicultural awareness within professional practice
- E) Process of integrating multicultural considerations throughout every stage of the process of group psychotherapy
- F) Understanding organizational principles as functioning through various identity groups

Week 5: EVIDENCE-BASED TREATMENT IN GROUP THERAPY AMONG LATINO POPULATIONS

- A) Understanding of research findings on help-seeking attitudes and behaviors

- specific to Latino populations
- B) Knowledge of key Latino values and their impact on mental health treatment and outcomes in psychotherapy
- C) Exposure to culturally-sensitive manualized treatment models for Latino populations in group psychotherapy
- D) Basic awareness of balancing issues of fidelity of Evidenced-Based Treatment with cultural sensitivity on group therapy outcomes with Latino clientele
- E) Become able to identify therapeutic factors salient in the research that should be considered when engaged in group therapy with Latinos
- F) Explore guidelines for conducting culturally sensitive groups for this population

Week 6: *TERMINATION FACTORS IN GROUP THERAPY*

- A) Become familiar with factors to consider in the process of preparing group members for termination
- B) Exploring considerations in premature termination in group psychotherapy in a community mental health setting
- C) Understanding the potential therapeutic value of the termination process within group treatment

CURRICULUM READINGS

Introduction to Culturally Competent Group Therapy: A Community Mental Health Curriculum For Medical Students

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*** Denotes Reading Will Be Distributed Via Handout*

DATE	TOPIC	READINGS/ASSIGNMENT
Week 1	INTRODUCTION TO GROUP THERAPY	<p style="text-align: center;">REQUIRED:</p> <p>1. Brabender, V. A., Smolar, A.I., & Fallon, A.E. (2004). <i>Essentials of Group Therapy</i>, pp. 14-16, pp. 57-66, pp. 107-120, pp. 183-191. Wiley Publishing.</p> <p>2. Complete Self-Inventory Form of Group Therapy Skills</p> <p style="text-align: center;">OPTIONAL:</p> <p>1. Tziner, A. (1982). Group cohesiveness: A dynamic perspective. <i>Social Behavior & Personality: An International Journal</i>, 10(2), 205-211.</p>
Week 2	FACTORS IN THE DEVELOPMENT OF AN ALLIANCE IN	<p style="text-align: center;">REQUIRED:</p> <p>1. Brabender, V. A., Smolar, A.I., & Fallon, A.E. (2004). <i>Essentials of Group Therapy</i>, pp. 87-98, pp.144-155. Wiley Publishing.</p>

	GROUP THERAPY	<p>2. Motherwell, L., & Shay, J. J. (2005). <i>Complex Dilemmas in Group Therapy: Pathways to Resolution</i>, pp. 41-49. Brunner-Routledge.</p> <p>3. Berg, D.N. (2005). Senior executive teams: not what you think. <i>Consulting Psychology Journal: Practice and Research</i>, 57(2), 107-117.</p> <p style="text-align: center;">OPTIONAL:</p> <p>1. Johnson, D. (2008). Predictors of the therapeutic alliance in group therapy for individuals with treatment-resistant auditory hallucinations. <i>British Journal of Clinical Psychology</i>, 47(2), 171-183.</p>
Week 3	THEORETICAL APPROACHES TO GROUP THERAPY	<p style="text-align: center;">REQUIRED:</p> <p>1. **Gabbard, G. O. (2005). <i>Psychodynamic psychiatry in clinical practice</i> (4th Ed.). Washington, DC: American Psychiatric Publishing.</p> <p style="text-align: center;">OPTIONAL:</p> <p>1. Goldner-Vukov, M., Moore, L.J., & Cupina, D. (2007). Bipolar disorder: from psychoeducational to existential group therapy. <i>Australasian Psychiatry</i>, 15(1), 30-34.</p> <p>2. Scocco, P., De Leo, D., & Frank, E. (2002). Is interpersonal psychotherapy in group format a therapeutic option in late-life depression?. <i>Clinical Psychology & Psychotherapy</i>, 9(1), 68-75.</p> <p>3. Watzke, B. (2008). Comparison of therapeutic action, style and content in cognitive-behavioural and psychodynamic group therapy under clinically representative conditions. <i>Clinical Psychology & Psychotherapy</i>, 15(6), 404-417.</p>
Week 4	DIVERSITY COMPETENCE IN GROUP THERAPY	<p style="text-align: center;">REQUIRED:</p> <p>1. Hays, P.A. (2000). Integrating evidence-based practice, cognitive-behavior therapy, and multicultural therapy: Ten steps for culturally competent practice. <i>Professional Psychology: Research and Practice</i>, 40(4), 354-360.</p> <p>2. Berg, D.N. (2002). Bringing one's self to work: A Jew reflects. <i>Journal of Applied Behavioral Science</i>,</p>

		<p>38(4), 397-415.</p> <p style="text-align: center;">OPTIONAL:</p> <p>1. Association for Specialists in Group Work. (1998). <i>Principles for Diversity Competent Group Workers</i>. Alexandria, VA.</p> <p>2. Cornish, M.A., & Wade, N.G. (2010). Spirituality and religion in group counseling: A literature review with practice guidelines. <i>Professional Psychology: Research and Practice</i>, 1-7.</p>
Week 5	EVIDENCE-BASED TREATMENT IN GROUP THERAPY AMONG LATINO POPULATIONS	<p style="text-align: center;">REQUIRED:</p> <p>1. Aguilera, A. F. (2010). Group cognitive-behavioral therapy for depression in Spanish: culture-sensitive manualized treatment in practice. <i>Journal of Clinical Psychology</i>, 66(8), 857-867.</p> <p>2. Bermúdez, J. (2010). Describing Latinos families and their help-seeking attitudes: Challenging the family therapy literature. <i>Contemporary Family Therapy: An International Journal</i>, 32(2), 155-172.</p> <p style="text-align: center;">OPTIONAL:</p> <p>1. Kivlighan Jr., D. M. (2008). Overcoming our resistances to “doing” evidence-based group practice: a commentary. <i>Journal of Clinical Psychology</i>, 64(11), 1284-1291.</p> <p>2. Stacciarini, J., O’Keefe, M., & Mathews, M. (2007). Group therapy as treatment for depressed Latino women: A review of the literature. <i>Issues In Mental Health Nursing</i>, 28(5), 473-488.</p>
Week 6	TERMINATION FACTORS IN GROUP THERAPY	<p style="text-align: center;">REQUIRED:</p> <p>1. Penn, L.S. (1990). When the therapist must leave: Forced termination of psychodynamic therapy. <i>Professional Psychology: Research and Practice</i>, 21(5), 379-384.</p> <p>2. Schnitzer, P.K. (1996). “They don’t come in!”: Stories told, lessons taught about poor families in therapy. <i>American Journal of Orthopsychiatry</i>, 66(4), 572-582.</p> <p>3. Complete Self-Inventory Form of Group Therapy</p>

		<p>Skills</p> <p style="text-align: center;">OPTIONAL:</p> <p>1. Wayne, J. (1979). Activities for group termination. <i>Social Work, 24(1)</i>, 58-62.</p>
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Name: _____

Date: _____

Self-Inventory Form of Group Therapy Skills

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Purpose: This self-inventory outlines the major areas of competence required to conduct culturally-competent group therapy. The competencies/learning objectives were sub-divided into categories that directly correspond with the weekly curriculum with the intention of providing the medical student with an opportunity to identify areas of strength as well as assess those areas in need of further development during their group therapy experiential training. The medical student will be encouraged to use this measure to assess their competence and performance during their first week and again at the culmination of their 6-week group therapy curriculum experience. Results will be used by the medical student’s group therapy curriculum supervisors to develop a plan for improvement tailored to the student’s identified learning needs.

Instructions: To assess yourself using this form, put the number corresponding to your level of competence as delineated on the 4-point scale below in the corresponding column next to each learning objective/competency listed.

<p>4-POINT SCALE</p> <p>4= Very competent (capable of performing and practice this function regularly)</p>

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3=Competent (capable of performing and familiar with material, but do not practice this function regularly)
 2= Competency needs improvement (little experience performing)
 1= No competency (no experience)

Area of Competency/Learning Objective	1	2	3	4
Part I: Introduction to Group Therapy				
1. Understand the purpose of group therapy				
2. Grasp the function of group therapy in community mental health				
3. Knowledge of main psychological constructs utilized in group therapy				
4. Understand role of socio-cultural variables in group dynamics				
5. Demonstrate sufficient ethical awareness that is sensitive to the demands of professional responsibility of group therapy				
Part II: FACTORS IN THE DEVELOPMENT OF AN ALLIANCE IN GROUP THERAPY				
1. Awareness of the multiple levels of group interactions that influence dynamics in this system				
2. Ability to effectively work with a co-leader and structure a group as needed				
3. Knowledge of a range of techniques that may used appropriately to aid group members based on context				
4. Ability to intervene in a group without attacking members that may engage in counterproductive behaviors				
5. Demonstrating a theoretical understanding of group process variables				
6. Robust understanding of methods in which to facilitate group members' learning of skills and attainment of goals				
7. Understanding of the need to adapt therapeutic procedures as culturally appropriate for the group				
Part III: THEORETICAL APPROACHES TO GROUP THERAPY				
1. Ability to draw on psychological theoretical constructs as applied to group practice				
2. Robust understanding of salience of exploring the past in group members' presenting issues as viewed by main theoretical schools of thought				

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3. Knowledge of how transference and countertransference are manifested in a group				
4. Understand the facilitative dimensions of the group therapy relationship via main theoretical orientations				
5. Conceptualization of group leader role through view of main theoretical modalities				
6. Ability to apply basic concepts of main theoretical models in group psychotherapy				
Part IV: DIVERSITY COMPETENCE IN GROUP THERAPY				
1. Understand how multiple variables of diversity impact group process and dynamics				
2. Identifying personal variables and skills that are prerequisites to becoming a culturally-competent group leader				
3. Knowledge of rationale regarding adaptation of group therapy techniques based on culturally-competent framework				
4. Understand the paradigm of multi-cultural awareness within professional practice				
5. Ability to integrate multicultural considerations throughout every stage of the process of group psychotherapy				
Part V: EVIDENCE-BASED TREATMENT IN GROUP THERAPY AMONG LATINO POPULATIONS				
1. Understanding of research on behavioral health attitudes specific to Latino populations				
2. Knowledge of key Latino values and their impact on mental health treatment				
3. Awareness of culturally-sensitive manualized treatment with Latino populations in group therapy				
4. Conceptualization of both strengths and weaknesses of Evidenced-Based Treatment on group therapy outcomes with Latino clientele				
5. Ability to identify therapeutic factors in professional literature that should be considered when engaged in group therapy with Latinos				
6. Robust knowledge of guidelines for				

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conducting culturally sensitive groups for this population				
Part VI: TERMINATION FACTORS IN GROUP THERAPY				
1. Knowledge of considerations in preparing members for termination of group therapy				
2. Awareness of termination issues specific to community mental health settings				
3. Understand how creating a positive termination climate may aid members in sustaining gains after ending treatment in this modality				