

San José State University
Psychology
PSYC 225, Advanced Group Dynamics, Spring, 2024

Course and Contact Information

Instructor(s):	Sarah Nadeau, M.S., LMFT
Office Location:	DMH 230 – office hours will be virtual
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Email:	Sarah.nadeau@sjsu.edu
Office Hours:	By appointment Thursday 3-4pm
Class Days/Time:	Thursday 9am to 11.45am
Classroom:	DMH 353
Prerequisites:	Admission to the Clinical Mental Health Counseling Master's program

Course Description

From the course catalogue: This course is designed to provide students with theoretical understanding and training in the use of groups for therapy and education in clinical and other settings. Students will learn fundamental core theories about group selection, structure, process, and problem solving. Students will be exposed to a variety of group approaches with an emphasis on the delivery of interventions in the context of evidence-based practice.

Course Format

Technology Intensive, Hybrid, and Online Courses

Classes will be held live at the assigned time each week via Zoom (see link listed above as classroom location). Assignments and class activities will be administered through the Canvas learning system.

Students are required to have an electronic device (laptop, desktop or tablet) with a camera and built-in microphone. SJSU has a free equipment loan program available for students. Students

are responsible for ensuring that they have access to reliable Wi-Fi. See [Link to Learn Anywhere website](#) for current Wi-Fi options on campus.

The course Canvas site is an online resource supplement for this course. Use of this site and the information provided is not a substitute for attending lectures. The site will be updated regularly throughout the semester. This site contains:

- Discussion Board (Course Announcements, student questions)
- Links to webpages that will be of use to you throughout the course
- Handouts and articles
- Assignment submission
- Assignment feedback from instructor
- Grade roster

Check this site regularly for course announcements, articles, assignments, and other course materials.

Click [this link to access the Canvas site](#) or go to <http://www.sjsu.edu/at/ec/canvas/> and click the Canvas icon to log in. You can also log in through one.sjsu.edu.

Username = SJSU 9-digit ID

Password = your current SJSUOne password

For additional information:

Link to [Canvas Student Tutorial](#) at <https://community.canvaslms.com/t5/Student-Guide/tkb-p/student>

Faculty Web Page and Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Learning Management System at <http://sjsu.instructure.com>. Use your SJSUOne login and password to access Canvas. You are responsible for regularly checking in Canvas for any class announcements or updates. For help with using Canvas, see [Canvas Student Resources page](#) at http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources.

Program Information

Upon completion of the MS in Clinical Mental Health Counseling:

- 1.1 Students will demonstrate breadth of knowledge of a variety of psychotherapy theories and in-depth knowledge of one chosen theory of intervention
- 1.2 Students will demonstrate knowledge of empirically supported clinical interventions and evidence ability to select treatments for individual clients given this literature
- 2.1 Students will demonstrate effective integration and communication of clinical case material

- 2.2 Students will demonstrate the ability to synthesize contextual and cultural variables into presentations of client materials
- 2.3 Students will effectively respond to queries about clinical material and engage in discussions about their clients with supervisors and peers
- 2.4 Students will be able to think and discuss cases other than their own, applying theories, principles, and relevant empirical findings to those cases
- 3.1 Students will demonstrate understanding of different assessment devices and strategies for assessing client outcome over the course of treatment including standardized nomothetic and idiographic approaches
- 4.1 Students will demonstrate depth and breadth of understanding in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family therapy, cultural diversity, psychopharmacology, and issues relevant to adult and child clinical populations. Students will be able to apply this knowledge to clinical cases.
- 5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences.

This course primarily meets PLOs 1.1, and 1.2 but also partially meets 4.1 and 5.1.

Course Goals

Our course objectives are as follows:

- CLO1. Identify principles of group dynamics, including components of group process, developmental stages of a group, and individual and group goal setting.
- CLO2. Demonstrate knowledge of the major theories of group dynamics.
- CLO3. Differentiate theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.
- CLO4. Understand the therapeutic nature of group work.
- CLO5. Examine group member's roles and behaviors, and therapeutic factors of group work.
- CLO6. Understand group leadership styles and approaches, including characteristics of various types of group leaders and the relationship between leadership styles and group functioning.
- CLO7. Compare and contrast different group work methods, including group work orientations and behaviors, appropriate selection criteria and methods, group structuring and facilitation skills, and methods for evaluation of group growth and effectiveness.
- CLO8. Determine when and how to use different types of groups, including task groups, psycho-educational groups, support groups, and counseling/therapy groups.
- CLO9. Know and be able to apply professional preparation standards for group leaders.
- CLO10. Be able to identify and use the ethical and legal principles unique to group work, with an awareness of ethical responsibility to demonstrate sensitivity to group member diversity with regard to race, ethnicity, gender, spirituality, sexual orientation, and disabilities.
- CLO11. Experience being a member of a group, both as a participant and a leader, and receive feedback from peers and supervision from the instructor.

- CLO12. Demonstrate an understanding of the influence of culture and gender.
- CLO13. Explain the source of disputes and the resolution of conflict within and between groups.
- CLO14. Examine the contextual impact on groups and their potential outcomes.
- CLO15. Integrate both theoretical and experiential learning in order to develop critical thinking and analysis.

Licensure Learning Outcomes (LLOs)

Licensing requirements for academic coursework toward the MFT and/or LPCC will be met for this course in the following way:

- LLO1: For the LPCC requirements, this course meets requirement [D] Group counseling theories and techniques, including principles of group dynamics, group process components, group developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.
- LLO2: For the MFT requirements, the course partially meets the requirements that the degree program includes no less than 12 semester or 18 quarter units of coursework in theories, principles, and methods of a variety of psychotherapeutic orientations directly related to marriage and family therapy and marital and family symptoms approaches to treatment and how these theories can be applied therapeutically with individuals, couples, families, adults, including elder adults, children, adolescents, and groups to improve, restore, or maintain healthy relationships, as stipulated in BPC Section 4980.36(d)(1)(A).

Required Texts/Readings

Textbooks

Corey, M. S., Corey, G., & Corey, C. (2017). *Groups: process and practice* (10th ed.) Cengage L. ISBN: 9781305865709

Rathus, J.H., Miller, A.L. (2014). *DBT Skills Manual for Adolescents* (15th ed.) New York: Guildford Press. ISBN: 9781462515356

Other Readings

Additional readings will be assigned for this class, and they will be provided through the Canvas learning management system course website.

A list of supplemental readings will be provided to assist you in writing your Group Proposal. You are encouraged to seek out other theoretical and empirical readings to inform your understanding of group dynamics and approaches and to guide your proposal.

Library Liaison

The SJSU library has a librarian who specializes in psychology (and other social sciences), and this librarian can serve as a very valuable resource for helping you to develop research ideas and locating appropriate research materials.

Psychology Librarian contact information:

Christa Bailey
christa.bailey@sjsu.edu
408-808-2422

The library also has an abundance of resources for doing psychology research which can be found in the [Library Research Guides Psychology Section](http://libguides.sjsu.edu/psychology) at <http://libguides.sjsu.edu/psychology>

Course Requirements and Assignments

All work should be submitted to Canvas. Emailed work will only be accepted if technical issues arise with submission through Canvas.

This course primarily meets PLOs 1.1, and 1.2 but also partially meets 4.1 and 5.1.

Integration Assignments

Integration Assignments will consist of essay questions that ask you to apply insights gained from your readings to your own understandings of your role as a group therapist. Each completed assignment will be no more than three double spaced pages using a standard 12-point font.

This assignment addresses the following learning outcomes: CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO8, CLO9, CLO10, CLO12, CLO13, and CLO14.

Reading Discussion Questions

Each week by Sunday 6 PM, you will be expected to turn in two discussion points or questions related to the article reading. You will post these to discussion boards on Canvas.

The questions should either ask clarification on something you are confused about, or pose a question to the class for an issue where you would like to hear other opinions. One of these questions may be primarily about how to apply what you read in a clinical setting. These questions will be turned in by Sunday at 6 PM before that week's class, so that the discussion leader can prepare materials for our class. Your grade will be based on evidence of reading and integrating the material. Class leaders do not need to turn in questions on their assigned leader day, but should incorporate their own questions in the class discussion.

You are required to hand in questions for 10 of the 13 discussions.

This assignment addresses the following learning outcomes: CLO1, CLO2, CLO4, CLO5, CLO6, CLO7, CLO8, CLO12, CLO13, and CLO14.

Group Discussion Leader

For each class session, one student will sign up to facilitate the course content on that day. You must do all of the following:

- Pull the discussion questions from Canvas once posted, collate other students' questions, and have them ready in a Google Doc by the start of class

- Moderate a discussion among class members about these questions.
- Add at least 2 of your own questions or discussion topics of your own, to be integrated when you lead the class

This assignment addresses the following learning outcomes: CLO1, CLO2, CLO4, CLO5, CLO6, CLO7, CLO8, CLO12, CLO13, and CLO14.

Group Observation Reaction Paper

This assignment consists of observing a therapeutic, mutual-help, or psycho-educational group meeting such as AA, NA, Al Anon or NAMI, and turning in a brief reaction paper including the following information:

1. What, when and where was the meeting?
2. How did you find out about the meeting?
3. What were your emotional reactions to being at the meeting?
4. What reactions to your presence did you experience from other members?
5. Relating your observations to your reading so far, what did you learn about group process and effects from attending this meeting?
6. Would you recommend this type of meeting to a client and why?
7. What would be the most effective way to connect your client to this group?

This assignment addresses the following learning outcomes: CLO1, CLO2, CLO4, CLO5, CLO6, CLO7, CLO8, , CLO12, CLO13, and CLO14.

Group Proposal

This paper may be written with a partner. The final paper should be 10 pages, double-spaced using a 12-point font. You will select a specific population (e.g., the elderly, Latino/a teenagers, adolescent mothers, dual career couples, children with learning disabilities), or client issue (e.g., depression, divorce, loss, smoking cessation, incest) and review the relevant group therapy literature to find out what approaches and techniques have been found to be effective for this population or concern. Based on your literature review and the guidelines provided in chapter 5 of the Corey text, describe the targeted issue (its effects, symptoms, number of people affected), the rationale for providing the type of group you are proposing, and the available evidence for the approach you have selected. Describe the goals of this group, your distribution of responsibilities with a co-therapist and any prescreening, member selection and recruitment that you will do. Using bullet point format, outline a total of 5 sessions, including the objectives, content, techniques, and information contained in each session. See chapters 10 & 11 in the Corey textbook for proposal examples. You may include handouts and a resource list beyond the 10-page maximum. Address the following in your proposal:

1. How will you handle member reactions and group dynamics?
2. How will you address issues related to culture, class, gender, and development?
3. How will you know if the group sessions were effective?

This assignment addresses the following learning outcomes: CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO10, CLO12, and CLO14.

Presentation

This presentation may be conducted with a partner. In 20 minutes, briefly present your group proposal and demonstrate part of one session to the class. Try to elicit role-playing by students to show how the group would progress and provide example of the types of dynamics that might occur.

This assignment addresses the follow learning outcomes: CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, CLO10, CLO11, CLO12, CLO14, and CLO15.

Participation

You are required to both attend and participate in class discussion and experiential group work. This means participating actively in at least 13 of our class meeting, as defined by actively engaging in group activities, such as role-plays, and contributing at least once to whole-group discussions.

Missing more than one class session may result in failing the course.
This assignment addresses all of the learning outcomes for this course.

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Grading Information

There will be 200 points available in the course.

Assessment Items and Their Value

- 4 x Integration Assignments: 10 Points each (5%) = 40 points (20%)
- Group Discussion Leader: 10 points (5%)
- 10 x Weekly Reading Discussion Questions: 2.5 points (1.25% each) = 12.5%
- Group Observation Reaction Paper: 20 points (10%)
- Group Proposal: 40 Points (20%)
- Group Proposal Presentation: 40 points (20%)
- Class Participation: 25 Points (12.5%)

The various parts of the course add up to 200 possible points. To tabulate your final grade, just add your total points achieved and divide by 2. To convert your percentage points to a letter grade, use the following scale.

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>99 to 100%</i>
<i>A</i>	<i>93 to 98.9%</i>
<i>A minus</i>	<i>90 to 92.9%</i>
<i>B plus</i>	<i>87 to 89.9 %</i>
<i>B</i>	<i>83 to 86.9%</i>

<i>Grade</i>	<i>Percentage</i>
<i>B minus</i>	<i>80 to 82.9%</i>
<i>C plus</i>	<i>77 to 79.9%</i>
<i>C</i>	<i>73 to 76.9%</i>
<i>C minus</i>	<i>70 to 72.9%</i>
<i>D plus</i>	<i>67 to 69.9%</i>
<i>D</i>	<i>63 to 66.6%</i>
<i>D minus</i>	<i>60 to 62.9%</i>

Classroom Protocol

The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the assignments are due. You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of assignments. Check the class web site if you cannot be in class and want to check the due dates. Your participation is essential to the success of this class.

Attendance and Participation

You are required to both attend and **participate** in class discussion and experiential group work. Missing more than one class session may result in failing the course.

Attendance is the responsibility of the student. However, attendance itself may not be used as a criterion for grading. Students are expected to attend all meetings for their courses, as they are responsible for all material covered during class meetings, and active participation is frequently essential to ensure maximum benefit to all class members. Participation may be used as a criterion for grading when the parameters and their evaluation are clearly defined in the course syllabus and the percentage of the overall grade is stated. The full policy language can be found at <http://www.sjsu.edu/senate/docs/F15-3.pdf>.

Zoom Classroom Etiquette

- Mute your microphone: To help keep background noise to a minimum, make sure you mute your microphone when you are not speaking.
- Be Mindful of Background Noise and Distractions: Find a quiet place to “attend” class, to the greatest extent possible.
 - Avoid video setups where people may be walking behind you, people talking/making noise, etc.
 - Avoid activities that could create additional noise, such as shuffling papers, listening to music in the background, etc.
- Position your camera properly: Be sure your webcam is in a stable position and focused at eye level.
- Limit your distractions/avoid multitasking: You can make it easier to focus on the meeting by turning off notifications, closing or minimizing running apps, and putting your smartphone away (unless you are using it to access Zoom).

- Use appropriate virtual backgrounds: If using a virtual background, it should be appropriate and professional and should NOT suggest or include content that is objectively offensive or demeaning.

See Online Learning Resources Document for further information.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

Academic Integrity/Plagiarism/Cheating

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. **Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.** The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

If you cheat, plagiarize, or otherwise violate the policy of academic integrity in this course, you will fail that assignment and may fail the entire course. All instances of violations of academic integrity will be reported to the Office of Student Conduct and Ethical Development in addition to the program committee.

Violations of academic integrity will be referred to the Program directors for review and action.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, please make an appointment with me as soon as possible or see me during office hours so that we can go over your needs for the class.

[Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of your disability.

In 2013, the Disability Resource Center changed its name to be known as the Accessible Education Center, to incorporate a philosophy of accessible education for students with disabilities. The new name change reflects the broad scope of attention and support to SJSU students with disabilities and the University's continued advocacy and commitment to increasing accessibility and inclusivity on campus.

Accommodation to Students' Religious Holidays

[University Policy S14-7](#) states that San José State University shall provide accommodation on any graded class work or activities for students observing religious holidays that require absence from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the absence. It is the responsibility of the instructor to make every reasonable effort to honor the request without penalty, and of the student to make up the work missed.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#) requires students to obtain instructor's permission to record the course. However, I will record our classes and am happy to make the recording accessible if needed. **“Students are not allowed to record without instructor permission** Students are prohibited from recording class activities (including class lectures, office hours, advising sessions, etc.), distributing class recordings, or posting class recordings. Materials created by the instructor for the course (syllabi, lectures and lecture notes, presentations, etc.) are copyrighted by the instructor. This university policy (S12-7) is in place to protect the privacy of students in the course, as well as to maintain academic integrity through reducing the instances of cheating. Students who record, distribute, or post these materials will be referred to the Student Conduct and Ethical Development office. Unauthorized recording may violate university and state law. It is the responsibility of students that require special accommodations or assistive technology due to a disability to notify the instructor.

Education Code of California Law section 66450-52 prohibits any person from selling or otherwise publishing class notes or presentation for a commercial purpose. In addition, Title 5, section 41301 in the Student Code of Conduct for all California State Universities prohibits the publication of academic presentations for commercial purposes.

Members of SJSU work actively to detect compromised coursework made available on the web and will determine the specific source of that compromise. We will seek academic and legal consequences to all individuals who posts any course material to another website (including course notes and test materials). Distributing course or test material is a violation of academic integrity as well as intellectual property rights. These consequences can include academic dismissal and financial liability in civil court.

Other campus services

Writing Center

The SJSU Writing Center offers a variety of free resources to help students become better writers. The center offers writing resources, workshops, and one-on-one and small-group tutoring sessions. Services support writing for students in all disciplines and at all levels. The SJSU Writing Center has two in-person locations, Clark Hall, Suite 126 and MLK Library, 2nd floor. Workshops and tutoring is also available through online platforms. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>.

In the Fall 2021 semester, the SJSU Writing Center will be offering online tutoring services (M-Th, 10:00-9:00 and F, 10:00-3:00) and providing an "Ask a Tutor" live chat service during select weekday hours posted on their website.

Counseling Center

The SJSU Counseling and Psychological Services (CAPS) is located in the Student Wellness Center (at the corner of 7th Street and San Carlos, across from the Event Center) in Room 300B. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit **Counseling Services website** at <http://www.sjsu.edu/counseling>.

SJSU Cares – Food and other Resources

If you're an SJSU student who has had a recent crisis which has left you food insecure, couch-surfing, or facing unexpected bills, SJSU Cares may be able to help identify and connect you to resources.

SJSU offers a number of resources and services on campus to help you deal with situations and issues outside of the classroom that may take away from your academic success. Some of those services include mentoring, counseling, health and wellness, and public safety assistance. We also offer a coordinated response to students matriculated in regular sessions programs who are experiencing an unforeseen economic crisis which is impacting their ability to be a successful student.

SJSU Cares can meet one to one with students who are experiencing an unforeseen economic crisis to determine which resources/support can be offered. For other students it might be helpful to know of our major programs such as Spartan Food Pantry, Just In Time Mobile Food Pantry, and CalFresh sign-up assistance.

Peer Connections

[Peer Connections](#) is your campus-wide resource for mentoring (time management, note taking, learning strategies, adjusting to college, etc.) and tutoring (including over 120 different courses and undergraduate writing). In addition, Peer Connections provides classroom support through Supplemental Instruction Leaders, Learning Assistants, Peer Mentors, and Embedded Tutors. Your instructor will announce if a Peer Educator is in your class. Peer Connections also has space for studying and offers breakfast snacks for students each day while supplies last. All services are FREE to SJSU students.

For more information on services, hours, locations, or a list of current student success workshops, please visit the website at <http://peerconnections.sjsu.edu>.

PSYC 225, Advanced Group Dynamics, Spring 2023

The schedule is an estimate of the pace at which we will move through the course material. It is subject to change, as needed. Changes to due dates will be posted as announcements on Canvas.

Course Schedule

Date	Topics	Reading	Assignments Due
1/25	Reading blitz! See announcement	Corey Ch. 1, 2, &3	
2/1	Review Syllabus & Expectations Intro to Groups, Types of Groups, & the Group Counselor Role Experiential practice of microskills for group practice		Integration 1 Discussion Leaders (DL) 1, 2
2/8	Ethical and Legal Issues in Group Counseling		Discussion Leader 3
2/15	Theories and Techniques of Group Therapy	Corey Ch. 4	Discussion Leader 4
2/22	Forming a Group: Therapeutic Factors	Corey Ch. 5	Integration 2 Discussion Leader 5
2/29	Initial Stage of a Group: Selection, Composition	Corey Ch. 6	Discussion Leader 6
3/7	Transition Stage of a Group	Corey Ch 7	Integration 3 Discussion Leader 7
3/14	Working Stage of a Group	Corey Ch. 8	Discussion Leader 8
3/21	Final Stage of a Group	Corey Ch. 9	Integration 4 Discussion Leader 9
3/28	Groups in School Settings	Corey Ch. 10	Discussion Leader10
4/4	<i>SPRING BREAK – no class</i>		
4/11	Groups in Community Settings	Corey Ch. 11	Discussion Leader 11
4/18	DBT for Adolescents: Guest lecture and activity	DBT Manual: Ch 1-4	Discussion Leader 12 Group Proposal
4/25	DBT for Adolescents: Guest lecture and activity	TBD	Discussion Leader 13
5/2	Current Issues		Group Observation Reaction Paper
5/9	Conclusions and Student Presentations		Present Group Proposal
5/17	FINAL MEETING - TBC Friday 5/17/23, 7.15am-9.30am		Final Reflection Paper