

SYLLABUS

College of Health Sciences/MACC Program



PSY6045: Group Counseling

3 Credits

Fall Semester 2023

Meeting days: Monday Evenings 8/28/23-12/11/23	Instructor title and name: Dana Kasper, Ph.D., LPCC
Meeting times: Monday 5:30-8:15 PM	Phone: 619-849-7852
Meeting location: PLNU Mission Valley Campus #303	Email: dkasper@pointloma.edu
Final Exam: Group Facilitation	Office location and hours: 250B Suite 2 – Tuesday's 1:00-2:00 PM - <i>If office hour times do not work for you, please email me to set up a time to meet.</i>

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

In this course, we will analyze human growth and development from infancy to death from a biological, genetic, epigenetic, cognitive, emotional, and social taxonomy across the life span. Theories and stages of development will be compared and contrasted to build your clinical abilities in the assessment and treatment of individuals as a mental health professional. Theological critique is used to assess, support and/or challenge contemporary views of development.

INSTITUTIONAL LEARNING OUTCOMES (ILO)

1. **Learning, informed by our Faith in Christ**
Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
2. **Growing, in a Christ-Centered Faith Community**
Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.
3. **Serving, in a Context of Christian Faith**
Students will serve locally and/or globally in vocational and social settings.

PROGRAM LEARNING OUTCOMES (PLO)

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT or LPCC, or both.
2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity & advocacy; assessment; research & evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, research and cultural context).
3. Students will demonstrate ability to apply relevant research and evaluation models in practice of clinical counseling.
4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

COURSE LEARNING OUTCOMES

1. Gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, and theories).
2. Develop knowledge and understanding of diverse perspectives, global awareness, or other cultures.
3. Learn to apply course material (to improve thinking, problem solving, and decisions).
4. Learn to apply knowledge and skills to benefit others or serve the public good.
5. Evaluate the theoretical underpinnings of group therapy and its aspects from a biological, cognitive, psychological, environmental, social, and spiritual taxonomy.
 - 5.1. Class discussions, reflection papers, case vignettes, attending group counseling sessions outside of class and the students work on their own personal experiences to group counseling mock sessions inside the classroom and their outside group attendance experience.
6. Analyze principles, processes, and constructs of group therapy from a multicultural counseling (BIPOC/DEI), social justice and identity development in group dynamics.
 - 6.1. Class discussions, reflection papers, case vignettes, attending group counseling sessions outside of class and the students work on their own personal experiences to group counseling mock sessions inside the classroom and their outside group attendance experience.
7. Examine, identify and respond to behaviors that may be present during group therapy and conceptualize diagnosis criteria correlations to the DSM-5 to support diagnosis and treatment.
 - 7.1. Class discussions, reflection papers, case vignettes, attending group counseling sessions outside of class and the students work on their own personal experiences to group counseling mock sessions inside the classroom and their outside group attendance experience.
8. Demonstrate equality, inclusion and appreciation for diversity based on Biblical standards that promote respect and care for all persons in the classroom and to those they serve.

- 8.1. Class discussions, reflection papers, case vignettes, attending group counseling sessions outside of class and the students work on their own personal experiences to group counseling mock sessions inside the classroom and their outside group attendance experience.
- 9. Conceptualize the salience of self-awareness for both the student as a mental health professional and the patient's they serve when providing group counseling.
 - 9.1. Class discussions, reflection papers, case vignettes, attending group counseling sessions outside of class and the students work on their own personal experiences to group counseling mock sessions inside the classroom and their outside group attendance experience.
- 10. Appraise and apply clinical skills for facilitating conflict resolution that promotes optimal wellness for each group member during group process.
 - 10.1. Class discussions, reflection papers, case vignettes, attending group counseling sessions outside of class and the students work on their own personal experiences to group counseling mock sessions inside the classroom and their outside group attendance experience.
- 11. Develop a professional identity comprehending its responsibilities to the populations the student serves as a mental health professional.
 - 11.1. Class discussions, reflection papers, case vignettes, attending group counseling sessions outside of class and the students work on their own personal experiences to group counseling mock sessions inside the classroom and their outside group attendance experience.
- 12. Demonstrate appropriate graduate research and writing skills (including APA style) through papers and presentation associated with the group counseling process.
 - 12.1. Class discussions, reflection papers, case vignettes, attending group counseling sessions outside of class and the students work on their own personal experiences to group counseling mock sessions inside the classroom and their outside group attendance experience.

REQUIRED TEXTS

Yalom, Irvin D. (2020). *The Theory and Practice of Group Psychotherapy* (6th ed.). Basic Books Publishing.
 ISBN-13: 978-1541617575
 ISBN-10: 1541617576

RECOMMENDED READINGS

American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Carnes, Patrick. (2012). *A Gentle Path through the Twelve Steps: The Classic Guide for All People in the Process of Recovery*. Hazeldon Publishing.

Corey, Gerald. (2007). *Theory and Practice of Group Counseling* (7th ed.). Brooks Cole.

Jongsma, A. & Paleg, K. (2005). *The Group Psychotherapy Treatment Planner* (2nd ed.). John Wiley & Sons.

Shapiro, J.L., Peltz, L.S., & Bernadett-Shapiro, S. (1998). *Brief Group Treatment: Practical Training for Therapists and Counselors*. Brooks/Cole Publishing Co.

Disclaimer: The above resources provide information consistent with that required by state licensing boards in the class subject area. Point Loma Nazarene University does not necessarily endorse specific religious, philosophical, or political positions found in these resources.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

ASSESSMENT AND GRADING

Students must achieve a minimum grade of B- to pass this class.

Grade Scale

Grade Scale Based on Percentage of Points Earned				
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

Students must achieve a minimum grade of B- to pass this class.

Assignments by Points

Assignment	Percentage	Points
Attendance and Participation (10 points each class includes - 5 pts. attendance & 5 pts. participation)	20.25%	160
Group Class Experience Reflection Paper	15.19%	120
Quizzes (5 – 30 points each)	18.99%	150
Group Facilitation	15.19%	120
Community Group Experience Paper One	15.19%	120
Community Group Experience Paper Two	15.19%	120
Total	100%	790

LATE POLICY

Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade. Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit.

PLNU SPIRITUAL CARE

Mission Valley and Balboa Campuses:

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. We have an onsite chaplain, Rev. Gordon Wong, at the Mission Valley (MV) campus to service Graduate students at the Mission Valley and Balboa Campuses. Rev. Gordon Wong is available during class break times across the week. If you have questions for, desire to meet or share a prayer request with Rev. Wong you can contact him directly at mvchaplain@pointloma.edu or gordonwong@pointloma.edu. Rev. Wong's cell number is 808-429-1129 if you need a more immediate response.

In addition, on the MV campus there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See the [Academic Honesty Policy](#) in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information. **Honor lock will be used for all exams.**

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

There are different ways in which to approach the teaching of the same subject area and materials. The focus of this course will be applying the concepts presented in the textbook to practical examples and experiences in the real world. This will be done through contemporary articles from leading sources, class exercises, mini-cases and in-depth cases. The objective is to get students to move past a regurgitation of the materials and to apply what they have learned to solving practical organizational issues that are not often monolithic and are instead integrative and complex.

Not all of the chapter materials will be covered in class; however, students are expected to know all of the materials covered in each chapter on the syllabus and to apply them to graded assignments.

Reading of texts - Critical to your success is that assigned reading is done prior to class in order to do well on quizzes and to promote a rich class time experience to demonstrate you can apply what you have learned.

ASSIGNMENTS AT-A-GLANCE

This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

NOTICE TO STUDENTS: This class may challenge feelings of vulnerability and safety with each other as we engage in “mock” group counseling sessions together. To provide a level of comfort for one another in these groups please demonstrate respectfulness (both verbal and non-verbal) when speaking to one another, and or sharing your experiences. In this program with honor and value everyone and we expect you to do the same. These “mock” group sessions are not intended to provide you professional group counseling. However, it is an opportunity to participate in an experiential treatment approach which requires participation and interaction. Authenticity and being in the moment (the here-and-now) are expected. Responding to relevant interactions to the group process correlated to reading from the text is also expected.

Providing Trauma-Informed Care as a counselor, force and coercion are never used in a patient/therapist relationship - unless it is a crisis/suicidal/homicidal situation in which we are required to keep the patient safe. A Trauma-Informed response in healthy relationships adheres to force never being used, a choice is always offered, and consent must always be in the form of a verbal reply (“yes,” or “no”). Likewise, each of you are not forced to share any more than you feel comfortable in these “mock” group therapy sessions. Participation means having a response, which does not require you to divulge your personal history.

Please remember how you speak to others (tone/facial expressions) and what (content) you say impacts group members. Therefore, if you disagree with someone, share feedback respectfully (calm tone/emotionally regulated) like you would want someone to speak to you when being given feedback. Details of violence and abuse that you may have experienced in the past is not appropriate for these “mock” group sessions. On the other hand, during these group sessions deep feelings may surface, or activate a difficult experience from the past. If this happens, please make an appointment with your personal mental health provider right away to continue in your growth and development as a clinician.

1. ATTENDANCE & PARTICIPATION (10 points each day of class – 5 attendance/5 participation – 160 Total Points)

- a. Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice. The following criteria will be used to evaluate participation:

- i. Respectful participation in discussions and group work
 - ii. Appropriateness of comments
 - iii. Comments useful for clarification or meaningful contribution to the class
 - iv. Willingness to participate in exercises and simulations
 - v. Sensitivity to participation of others in the class; avoids dominating discussions
 - vi. Class participation demonstrates understanding of learned theory
2. **QUIZZES 5 @ 30-Points Each – 150 Total Points):** Quizzes will cover the assigned readings. They will include objective questions, as well as, essay format. They will be open-book and time-limited to 1 (one) hour. You will be asked to enable Honor Lock on your Chrome browser to be recorded while testing takes place.
 3. **GROUP CLASS REFLECTION PAPER (120 Points):** Students will write a paper reflecting on their group experience in class. Students will include the following areas for their paper: Their sense of safety during group sessions (why or why not?), their self-awareness (is their growth? How do you know – what’s different?), is it difficult to stay present (How can you work towards staying in the moment?), is there an increase in your awareness of personal bias towards others (identify what has led you to conceptualize an individual(s) this way – are their embedded assumptions that need to be re-evaluated?), emotional regulation (is it challenging for you to stay calm and focused – (Identify how you are coping, or not coping?). Students will write a 3-page paper (not including cover page/abstract and reference page if necessary. Paper should reflect APA 7 guidelines.
 4. **GROUP FACILITATION (120-Points):** Students will facilitate a 45-minute "mock" group therapy session. Students will choose and discuss a topic the student wishes to facilitate during their mock session with Dr. Kasper. Students will apply group theory and clinical skills utilized and applied from their reading of their text and classroom group experiences.
 5. **COMMUNITY GROUP EXPERIENCE PAPER I (120-Points):** Students are required to attend two group therapy sessions in the San Diego area as a visitor to observe. If necessary, one group experience can be online, but in person sessions are encouraged. Since you will be a visitor you will need to search for groups that are considered *open* to outsiders. Students will write a 3-page personal reflection paper on their group experience. Please refer to the "Community Group Experience Paper" rubric posted on the Assignments page on Canvas.
 6. **COMMUNITY GROUP EXPERIENCE PAPER II (120-Points)**

List of recommended online community groups:

- AA / Alanon / NA / Celebrate Recovery / SMART Recovery
- Anger Management
- Bereavement Support Group / GriefShare
- CoDA
- Divorce Recovery Group / Divorce Care
- Long-Term Illness Recovery Group / Cancer Care
- Mental Illness Recovery Group / Recovery, Inc.
- Meditation / Mindfulness Group / Stress Management
- Social Skills / Life Skills Support Group
- Violent Loss / Survivors of Suicide Support

APA PAPERS

All papers written in the Graduate Counseling program should be in APA style. Here are some helpful websites to help you write and format your paper:

- [APA 7th Edition Help File](#)
- [The OWL at Purdue: APA Style \(Links to an external site.\)](#)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the website for further formatting helps.

COURSE SCHEDULE AND ASSIGNMENTS

PSY6045 Group Counseling – 8/28/23-12/11/23 Monday 5:30-8:15 PM

After lecture the class will be divided into two groups (group A & group B). While one group is circled up in the center of the room being part of a group therapy session, the other group will be evaluating and applying the course material to the group process. We will switch back and forth between groups during the class period.

WEEK	READING	TOPIC	ASSIGNMENTS
1 Mon. 8/28	Yalom Chapter 1	The Therapeutic Factors During the Light Week, please attend a Community Group Counseling meeting and work on your reflection paper about it due Sunday 9/10. LIGHT WEEK #1	
2 Mon. 9/4	Yalom Chapter 2	LABOR DAY HOLIDAY – NO CLASSES Interpersonal Learning	Essay Quiz #1 (on Chapters 1 & 2) Due Sun. 9/10 11:59 PM Community Group Experience Paper I Due Sun. 9/10 11:59 PM

3 Mon. 9/11	Yalom Chapter 5	<i>First Class in Person</i> Review - The Therapeutic Factors Review - Interpersonal Learning Today Examine - The Therapist: Basic Tasks	
4 Mon. 9/18	Yalom Chapter 6	The Therapist: Working in the Here-and-Now.	Essay Quiz #2 (on Chapters 5 & 6) Due Sun. 9/24 11:59 PM
5 Mon. 9/25	Yalom Chapter 7	The Therapist: Transference and Transparency	Essay Quiz #3 (Chapter 7) Due Sun. 10/1 11:59 PM
6 Mon. 10/2	Yalom Chapter 9	Creating the Group	
7 Mon. 10/9	Yalom Chapter 10	In the Beginning	Essay Quiz #4 (on Chapters 9 & 10) Due Sun. 10/15 11:59 PM
8 Mon. 10/16	Yalom Chapter 11	The Advanced Group	
9 Mon. 10/23	Yalom Chapter 12	The Challenging Group Member	Essay Quiz #5 (on Chapters 11 & 12) Due Sun. 10/29 11:59 PM
10 Mon. 10/30		Mock Student Facilitated Group Sessions (2 students lead the group for 45 minutes each)	

11 Mon. 11/6		Mock Student Facilitated Group Sessions (2 students lead the group for 45 minutes each)	
12 Mon. 11/13		Mock Student Facilitated Group Sessions (2 students lead the group for 45 minutes each)	
13 Mon. 11/20		LIGHT WEEK #2 - THANKSGIVING BREAK Attend a Community Group Counseling Session and work on paper II	Community Group Experience Paper II Due Sun. 11/26 11:59 PM
14 Mon. 11/27		Mock Student Facilitated Group Sessions (2 students lead the group for 45 minutes each)	
15 Mon. 12/4		Mock Student Facilitated Group Sessions (2 students lead the group for 45 minutes each)	Group Class Experience Reflection Paper Sun. 12/10 11:59 PM
16 Mon. 12/11		Mock Student Facilitated Group Sessions (1 student leads the group for 45 minutes) Process Group Termination: Yalom pp. 465-466	