College of Health Sciences | MA in Clinical Counseling

PSY6045: Group Counseling

3 Units

Modality: Online Synchronous

Course Information:

Spring 2026

Course Dates: January 12 - May 10

Meeting days/times:

Tuesday 4:00 pm - 6:45 pm PST

Instructor Information:

Instructor title and name: Professor Nicole Serrano

Email: nserrano@pointloma.edu

Office hours: Available by appointment

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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Description

Theories and techniques of group therapy are studied as well as basic and advanced group interventions. Students learn the stages of group dynamics, the curative factors of group therapy, and various types of group treatment

Program Learning Outcomes

The educational goals of Point Loma Nazarene University's ***Masters of Arts in Clinical Counseling (MACC)*** are to develop graduate students and clinicians who are:

1. competent clinicians and professionals that practice from a wide-range of clinically valuable and research-based approaches;
2. able to cultivate self-awareness and apply professional ethics to the practice of clinical counseling; and,
3. providing services that are respectful of individuals and families as well as the cultural contexts that shape them, particularly focusing on those who are underserved.

PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families

Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems.

Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress.

Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families.

Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.

PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling.

Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients

Competency 2: Demonstrate awareness and effective use of self in the therapeutic process

Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others

PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate.

Course Learning Outcomes

This course meets the following CA BBS Education requirements for LMFT:

- No less than 12 semester 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 systems 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

This course meets the following CA BBS Education requirements for LPCC:

- 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
- Provide the opportunity for students to meet with various consumers and family members of consumers of mental health services to enhance understanding of their experience of mental illness, treatment, and recovery

PLO	CLO	Assignment/Activity
PLO 1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families Competency 1: Demonstrate comprehensive knowledge of theories, principles, and practices relevant to clinical counseling, particularly across the lifespan and in family systems. Competency 2: Utilize assessment tools effectively to diagnose, develop treatment plans, and monitor progress. Competency 3: Apply clinical knowledge by effectively implementing theory-informed intervention with individuals, couples, groups, and families. Competency 4: Evaluate and apply relevant research to the practice of clinical counseling.	1.1 Articulate and apply knowledge of group theory, processes and interventions to group counseling 1.3.1 Develop and implement a group curriculum. 1.3.2 Demonstrate clinical skills that are unique to group counseling.	Discussion Post (Introduction and Therapeutic Factors) Preparation Assignment for Week 2 1(Referring a client to group therapy) Introductions and Emotional Safety Preparation Assignment for Week 3 (Rough Draft Group Proposal) Group Curriculum Brainstorm Co-Leader Video Role-play Group Curriculum and Feedback Exchange Critical Incident Discussion: Fishbowl Group Co-leader Reflection and Supervision Group Observation Discussion Post Discussion: Adjourning Activity Community Group Experience Paper Video Lectures Video Demonstrations
PLO 2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling. Competency 1: Demonstrate knowledge of the ACA/AAMFT code of ethics and identify ethical issues when they arise with clients Competency 2: Demonstrate awareness and effective use of self in the therapeutic process Competency 3: Develop personal characteristics that enhance professional competence, most importantly effective communication, empathy, boundaries, self-awareness, and respect for others	2.1 Understand ethical issues unique to group practice. 2.3 Demonstrate skills to establish, and maintain a therapeutic relationship with clients and between clients (interpersonal processes) in group counseling.	Preparation Assignment for Week 3:(Pre-group Screening Script and Feedback Review) Interpersonal Patterns Reflection with Feedback Exchange Discussion Post: Working in the Here and Now Padlet: Conflict Padlet: Adjourning/Remembering

| PLO 3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care.

Competency 1: Integrate contextual factors, apply multicultural theories, and modify treatment approaches to effectively work with diverse client populations.

Competency 2: Demonstrate awareness of how personal values, beliefs, and sociocultural context impact work with clients.

Competency 3: Attend to the spiritual dimensions of clients and apply faith integration processes as clinically appropriate. | 3.2 Identify how systems and social identity factors of the therapist and group members shape group counseling processes.

3.3. Reflect upon and participate in activities that integrate spirituality in group contexts | Spiritual Identity Group Preparation

Critical Incident Discussion: Fishbowl

Group Therapy as a Spiritual Practice Reflection Paper

Video Lectures

Video Demonstrations |

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 **16** weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

Requirements	Total Course Hours
Class Attendance	44
Required Readings & Resources	25
Interactive Discussions (+ Group Observation Discussions)	18
Preparation Assignments	9
Feedback Exchange Assignments	1
Group Curriculum and Feedback Exchange	4
Community Group Experience Paper	2
Group Co-Leader Reflection and Supervision	6
Group Therapy as a Spiritual Practice Reflection Paper	4
Credit Hour Total	**113**

Required Texts and Recommended Study Resources

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

Corey, M.S., Corey, G., & Corey, C. (2026). *Groups: Process and practice.* (11th ed.) Cengage.

Recommended Study Resources

Corey, G., Corey, M.S., & Haynes, R. (2014). *Groups in action: Evolution and challenges (2nd Edition).* Cengage Learning.

Corey, G., Corey, M.S., & Haynes, R. (2005). *Groups in action: Evolution and challenges* [DVD]. Cengage Learning.

Yalom, I. D., & Leszcz, M. (2020). *The theory and practice of group psychotherapy (6th Edition.).* Basic Books.

NOTE: Students are responsible to have the required course textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

Assessment and Grading

1. **Academic Honesty Verification (0%)** Students must complete the verification before gaining access to the rest of the content.
2. **Attendance (10%)** Please see Attendance Policy in syllabus under course policies
3. **Professionalism (10%)** Please see Professionalism Policy in syllabus under course policies
4. **Preparation Assignments (8 total, 25 points each, 10%):** Preparation assignments are intended to prepare you to engage fully in class activities and discussions. Perfection is not the goal - engagement with the readings and a wholehearted attempt to complete the task is what is expected. Therefore, assignments will be given full credit if all elements of the prompt are completed and demonstrate that the material assigned for class has been utilized.
   - Week 1: Referring a Client to Group Therapy
   - Week 1: Introductions and Emotional Safety
   - Week 2: Pre-group Screening Script
   - Week 3: Rough Draft Group Proposal
   - Week 4: Group Curriculum Brainstorm
   - Week 7: Conflict Padlet
   - Week 9: Spiritual Identity Group Preparation
   - Week 13: Remembering Padlet
5. **Interactive Discussion Posts (6-7, 15 points each, 10%)**
   - Week 1: Introductions and Therapeutic Factors
   - Week 3: Pre-group Screening Feedback (Small Group Discussion)
   - Week 6: Working in the Here and Now
   - Week 8: Co-leader Role Play Video (Small Group Discussion)
   - Week 10 Critical Incident Questionnaire on Fishbowl Group
   - Week 13: Adjourning Activity and Poll
   - Week 16: Class Reflection
6. **Feedback Exchange Assignments:** Feedback exchange assignments are a time for students and professors to interact with one another in substantive ways through written or recorded feedback. You will turn in the assignment on the due date (Sunday). Your professor will provide detailed feedback on the assignment by the following Friday. Then, you will review your professor's feedback and respond to it by the following Sunday.
   A. **Interpersonal Patterns Reflection and Feedback Exchange (5%, 30 points):** Write a 1-1.5 page, double-spaced reflection paper addressing one of your own interpersonal patterns that might make it difficult for you to work in the here and now with a group. Some examples of an interpersonal pattern might be fear of conflict, wanting to please others, wanting to perform perfectly etc.
      - Identify and briefly discuss one internal, underlying belief about yourself and/or others that might be linked to the interpersonal pattern that hinders your ability to work in the here and

now.

- Identify how knowing this might eventually enhance your ability to help group members understand their own interpersonal processes.

B. **Group Curriculum and Feedback Exchange (15%, 60 points):** This is a group project with one other student, and will be graded as a group.

- **Introduction:** This section should give a general overview of the population, a research-based rationale for having such a group and the structure of the group. This should at minimum include
    I. A clear definition of the population, setting, and how potential members are referred to the group, and the potential number of participants. Other group format elements such as age range if applicable, session length, and type of group therapy to be administered (e.g., Psychoeducational group)
    II. A statement based on current research that indicates why a group would be of benefit to its members individually and how it meets a need in the community. (1-2 pages)
- **Session outline or "lesson plan" of 3 sessions of the therapy group.** The sessions are to be presented *in succession* and should build upon one another. Make sure *to connect them* in some way instead of providing unrelated plans. (Do not begin with session one since these sessions focus on securing informed consent and making introductions).
- For *each session/lesson plan,* include the **goal**, **purpose**, **activities** and process/procedures needed. Points will be deducted if these items are not clearly stated in each lesson plan.
    I. Do not copy pre-existing lesson plans; rather, build upon other ideas to create your own unique sessions.
    II. **Bullet points are OK, but make sure to give adequate explanation to the items in each lesson. Suggested format:**
        ○ **Session Number _____**
        ○ **Goal:** State the desired outcome for the session. (E.g., Members will be exposed to mindfulness-based interventions for anxiety management.)
        ○ **Rationale:** State how this session addresses and contributes to the overall purpose of the group. (E.g., For a hypothetical group that's purpose is to help adolescents manage strong emotions, you would show research or other materials that show that mindfulness is helpful in promoting emotional regulation.)
        ○ **Activities:** State/describe the activities to be used. Describe them in such a way that they can be replicated.
        ○ Appendices can be used for activities beyond the scope of the lesson plan, including copies of materials from textbooks, articles, etc.

APA style (7th edition); double-spaced; Times New Roman 12-point font, adequate references provided

- **Each group member will need to read at least one professional source regarding your chosen topic.** (E.g., peer reviewed journal article, curriculum for groups, book on conducting a group of this type. Web-based resources are NOT considered a professional source.) You *may* wish to find someone who leads a group of this type and talk to them about how the groups are conducted. This is *optional* and not a substitute for reading. For a list of sample topics for your Small Group Project, see Appendix A**.** For this assignment, please write a reflection on your experience in an experiential group format in class, including circle seating/check-ins, small group skills, fish bowls, student facilitated group session.

7. **Community Group Experience Paper (25 points, 5%):** Students are required to attend one group therapy session in the San Diego area as a visitor to observe group processes. If necessary, experiences 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 list of recommended online community groups and assignment prompts and rubric on Canvas.
8. **Group Co-leader Reflection and Supervision (50 points, 20%):** Students will co-facilitate a 40-minute "mock" group therapy session with another student. Students will develop a group curriculum and implement it in their mock session. Students will apply group theory and clinical skills utilized and applied from their reading of the text and classroom group experiences. Following the group facilitation, the co-leaders will submit a reflective paper and meet with their instructor for formative feedback about their skills.
9. **Group Observation Discussions (4, 15 points, 10%)**

10. **Group Therapy as a Spiritual Practice Reflection Paper (30 points, 5%)**

Assignment Distribution by Percentage or Points:

Assignment	Percentage
Attendance	10%
Professionalism	10%
Preparation Assignments (8 total)	10%
Interactive Discussion Posts (6)	10%
Interpersonal Patterns and Feedback Exchange	5%
Group Curriculum and Feedback Exchange	15%
Community Group Experience Paper	5%
Group Co-leader Reflection and Supervision	20%
Group Observation Discussion (5)	10%
Group Therapy as a Spiritual Practice Paper	5%

Grading 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.

Other Course-Specific Info

GROUND RULES OF THE COURSE

Together, we will create a dynamic learning environment where:

1. Learning is challenging but safe
2. Learning is experiential and active
3. Communication is open . . . opposing viewpoints are welcomed
4. All are learners and all are teachers . . . we will learn from each other
5. Mistakes are okay . . . this is a no-guilt, no-blame zone
6. The point is to learn and grow ... grades are a by-product and not the goal
7. Integrity and honesty are expected

Two important components of this course are the "Skills Practice" group and the "Co-leader/Experiential" group. The **skills practice** group runs throughout the course. The purpose of this group is to develop clinical skills necessary to facilitate a group. In the Co-leader/Experiential groups, students will participate as **members, co-leaders, or observers** of the 30-45 minute groups. These groups will begin after spring break. The purpose of this group is to have the student understand what it feels like to participate in a group as a leader or member. 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.

Similarly, self-disclosure is an important part of group participation. This can entail, but is not limited to, current struggles related to the purpose of the group, goals, fears, hopes, strengths and weaknesses. Some personal and emotional risk can accompany these sorts of disclosures. **The learning comes from the participation in this process, not on the content that you choose to share.** The following guidelines adapted from Corey et al. (2026) may assist you in determining what and how much to share:

- "The degree of self-disclosure should be related to purposes, goals, and type of group." (p. 307)
- "Expressing every fleeting feeling or reaction to others is not to be confused with self-disclosure. Judgment is needed in deciding how appropriate it is to share certain reactions. Persistent reactions are generally best shared, but people can be honest without being tactless and insensitive." (p. 306)
- "In the name of being open and honest and because [of] the pressure of other group members, people often provide more detail than is necessary for others to understand them. They confuse being self-disclosing with being open to the extent that nothing remains private. As a result, they may feel overly exposed in front of others." (p. 306)

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 practice group therapy sessions. Participation means having a response, which does not require you to divulge your personal history. ***Although you may share personal experiences, thoughts and feelings, it is a learning activity and not group therapy***. **Details of violence and abuse that you may have experienced in the past is not appropriate for these practice 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.**

APA Papers

<u>All</u> papers written in the Graduate Counseling program should be in APA style. Here is some helpful information to help you write and format your paper:

- [APA 7th Edition Help File](#)
- [The OWL at Purdue: APA StyleLinks 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 websites for further formatting helps.

PLNU Spiritual Care

Mission Valley: 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. At the Mission Valley (MV) campus we have an onsite chaplain who is available during class break times across the week. If you have questions for or a desire to meet or share any prayer requests with the onsite chaplain, you may email Dr. Sylvia Cortez Masyuk at scortezm@pointloma.edu.

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

PLNU State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside California.

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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

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. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Graduate Academic and General Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Note: Additionally, include the below if this pertains to your course:

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

[MLA Style Center: Citing Generative AI](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at **pointloma.edu/Title-IX**. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at **pointloma.edu/title-**

or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
   - Synchronous Courses: At least one class meeting takes place at a designated time.
   - Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

PLNU Attendance

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

PLNU Policy: If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent (equivalent to two (2) classes in the MACC Online program), the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an "F" grade.

Note: If a student incurs a third absence, they may petition the faculty to remain enrolled in class. The faculty will provide a make-up assignment proportionate in length and difficulty to the class missed. This third absence may also result in a referral to the Student Development Committee.

In addition to the university policy, 10% of your course grade will reflect your attendance. Coming to class is mandatory and expected. For semester-long classes, as extenuating circumstances may happen that prevent you from attending class, a student may incur one absence without losing points. Each subsequent absence will drop this portion of the grade by 5% of the total course points (up to 10%). **For quad-length classes, a student may incur one absence without losing points.** A second absence will incur a 10% deduction, and after a third absence the student will be unenrolled from the class. Note: absences are not categorized as excused or unexcused.

Attending class on time is essential to promote a respectful and professional learning environment. Arriving to class more than 15 minutes late is counted as a tardy. Two tardies count as one absence. Arriving 30 minutes or more late to a class, or leaving 30 minutes or more early from a class will be considered an absence.

Refer to Academic Policies for additional detail.

Professionalism

Student professionalism will be assessed in each course, constituting 10% of the total course grade. Professionalism indicators include class participation, interactions with peers and instructors, and self-awareness. The full rubric can be found here: PLNU MACC Online Professionalism Rubric

.

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. Students are encouraged to alert the professor if an assignment is anticipated to be late. Professors can extend these late penalties if arrangements are made in advance.

Use of Technology

MACC is committed to a distraction-free learning environment. Aside from the computer students are using to attend class other devices (phones, tablets etc) should *remain stored* throughout class time unless directed otherwise by the instructor. Phones, laptops, iPads/tablets, and other personal devices are not permitted to be passively used during lectures, discussions, or any other activity unless expressly communicated by the instructor.

GPS Academic Resources

PLNU offers the following free academic resources virtually for Graduate Professional Studies (GPS) Students. Visit myPLNU through the links below for more information.

- **The GPS Writing Center** offers:

- **Zoom Writers Workshops** offered each quad on a variety of helpful topics
- **One-to-one appointments** with the Writing Coach
- **Microlearning YouTube Video Library** for helpful tips anytime

- **Research Help Guide** to help you start your research

- The physical office is located on the third floor of the **Mission Valley Regional Center** off the student lounge

- **Academic Writing Resources Course:** Found on your Canvas Dashboard, this course is non-credit with 24/7 access, no time limits, and self-paced content. **Watch a quick video run-through** and take time now to explore!
- Grammarly: Students have unlimited FREE access to Grammarly for Education, a trusted tool designed to help enhance writing skills by providing real-time feedback, identifying areas for improvement, and providing suggestions. Grammarly's Generative AI is NOT available with our student accounts.
- **Tutoring**: Students have access to 24/7 live or scheduled subject tutoring through Tutor.com, including a Paper Drop-Off Service with feedback within 12 hours.

We are here to support you! Contact us anytime: **GPSWritingCenter@pointloma.edu**

Course Schedule and Assignments

The course summary below lists our assignments and their due dates. Click on any assignment to review it. ***Note: Course schedule, topics, evaluation and assignments may be changed at the instructor's discretion.***

CCC = Corey, M. S., Corey, G., & Corey, C. (2026). *Groups: Process and practice (11th Edition.)*Cengage Learning.

 * "Forming, norming, storming, performing, adjourning and mourning" are phrases that Bruce Tuckman used in his 1965 article, "Developmental Sequence in Groups." His work describes "teams" not group therapy. These terms are adapted for their usefulness for remembering stage names and characteristics. They are not used as intended by the author. See https://www.mindtools.com/pages/article/newLDR_86.htm. for basic information regarding Tuckman's model.

Week	Topic	Reading and Videos to Prepare for Class	Assignments: Due Sunday before class
1 **Asynchronous**	**Overview of format and structure of the class** **The Value of Group Therapy**	**Read:** Ch. 2 (p. 29-55) **Watch** Overview of Class Structure Essential Therapeutic Factors	Complete Academic Honesty Statement Introductions Discussion Preparation Assignment 1: Introductions and Emotional Safety (Graded Assignment to submit)

			Padlet: Referring a Client to Group Therapy
2	**Group Therapy Basics:** Basic group skills Establishing Safety Preparing for Community Group Visit	**Read:** CCC Ch. 1 **Do:** Participate in a discussion to establish safety in a group Bring your "introduce yourself" symbol/thought/word, etc., to class	Pre-Group Screening Script (Sunday) Bring your "introduce yourself" symbol (e.g., object/thought/word, etc.) to class
3	**Ethics for Groups** **Skill focus:** Discussing confidentiality for groups, and informed consent, running a pre-group selection interview **HOT TOPIC:** Ethical challenges around group participation (individual/concurrent, etc.)	**Read:** CCC Ch. 3 (64-96, 105-108) [ASGW Guiding Principles for Group Work](#) **Watch** Lecture: Ethics for groups **Do:** Conduct a pre-group screening interview	Respond to professor feedback on pre-group screening script (Sunday) Pre-Group Screening Feedback (Wed/Sun) Preparation Assignment: Rough Draft Group Proposal (Sun)
4	**Forming** a Group: • Types of groups • Organization & Implementing a Group: Planning, Co-leading, Supervision	**Read:** CCC Ch. 5 (pp. 161-185), Ch 11 (pp. 420-480; skim the group proposal section and read 3 that are of interest to you) **Watch** Video Lecture: Organizing and Implementing Groups Video Lecture: Challenges of changing membership Video: How to Dance in Ohio **In class: discuss your ideas, then pair up.** Work with a partner on forming a one-session psychoeducational or support group to be presented later in the semester.	Group Curriculum Brainstorm (Sunday)
5	**Norming:** The Initial Stage of the Group • Skills: Setting group norms • Skills: Beginning and ending a group	**Read:** CCC Ch. 6 **Watch** Psychotherapy.net: Leading Groups with Adolescents	Interpersonal Patterns Reflection (with feedback exchange)
6	**Norming:** The Initial Stage of the Group	**Watch:**	Discussion: Here and Now Work/Linking Skill

11	- Skills: Linking - Skills: Working in the "here and now"	Video: Working in the here and now Psychotherapy.net: Elements of working in the here and now? Psychotherapy.net: Addiction Group with Open Membership: Norming Psychotherapy.net: Leading Groups with Adolescents	
7	**Storming:** Transition Stage of the Group/ - Skill: Giving useful and respectful feedback	**Read:** CCC Ch. 7 **Watch** Lecture Video #5 – The Transition Stage of Groups	Padlet Assignment: Conflict
8	**Storming:** Challenging behaviors - Skill: Handling conflict - Skill: Blocking behaviors **HOT TOPIC:** What scares you most?	**Watch** Lecture Video #6 Psychotherapy.net: Group Therapy: A Live Demonstration	Discussion: Co-Leader Role Play Video (Group Assignment) Mid-Course Survey Review comments from Mid-Course Feedback
9	**Performing:** Working Stage of a Group/Self-disclosure in group therapy - **Skill**: Review	**Read:** CCC Ch. 8 **Watch** Lecture Video #7: The Working Group Psychotherapy.net Video: Group Therapy: A Live Demonstration	Group Curriculum and Feedback Exchange (Sunday) Spiritual Identity Group Preparation
10	Preparing for Group Co-Facilitation through Participation in a Group	**Do:** Bring your spiritual integration item to class	Feedback portion of group curriculum due (Sunday) Critical Incident Questionnaire Discussion for Fishbowl Demonstration
11 *Asynchronous*	**Adjourning & Mourning:** The Final Stage of a Group	**Read:** CCC Ch. 9 **Watch** Lecture Video #8: Terminating a group Psychotherapy.net Video: Leading Groups with Adolescents: Termination and Debrief	Padlet: Remembering Community Group Experience Paper Padlet: Adjourning Activity Discussion
12	Student Co-Leader Facilitation	**Do:** Facilitate/Participate in student-led group	

		Watch:	This week's Presenters:
		Psychotherapy.net: Group Counseling with Children: A Multicultural Approach, Session 3	Discussion: Group Observation Group Co-Leader Reflection (Wednesday/Sunday)
13	Student Co-Leader Facilitation	**Read:** Ch. 10 (359-377; skim the group proposal section and read 3 that are of interest to you) **Watch:** Psychotherapy.net Video: Group Counseling with Children: a Multicultural Approach, Session 2 **Do:** Facilitate/Participate in student-led group	*This week's Presenters:* Discussion: Group Observation Group Co-Leader Reflection (Wednesday/Sunday)
14	Student Co-Leader Facilitation	**Do:** Facilitate/Participate in student-led group **Watch:** Psychotherapy.net Video: Group Counseling with Children: A Multicultural Approach, Session 4	*This week's Presenters:* Discussion: Group Observation Group Co-Leader Reflection (Wednesday/Sunday)
15	Student Co-Leader Facilitation	**Do:** Facilitate/Participate in student-led group **Watch:** Psychotherapy.net Video: Group Counseling with Children: A Multicultural Approach, Session 5	*This week's Presenters:* Discussion: Group Observation Group Co-Leader Reflection (Wednesday/Sunday)
16	Adjourning and Mourning (Continued): Finish our class Group Therapy as a Spiritual Practice	**Do:** Participate in Adjourning experiential activity in class. **Watch:** Psychotherapy.net Video: Group Counseling with Children: A Multicultural Approach, Session 6	*This week's Presenters:* Discussion: Group Observation Group Co-Leader Reflection (Wednesday/Sunday)

			Group Therapy as a Spiritual Practice Reflection Paper

Assignments At-A-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.