

Course Syllabus

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College of Health Sciences | MA in Clinical Counseling

PSY6045: Group Counseling

3 Units

Summer 2026

May 11 - Aug 30

In-Person

Meeting Days: Wednesday

Instructor: Jaclyn Hadjipieris

Meeting Times: 5:30 to 8:15 p.m. PST

Email: jhadjipi@pointloma.edu

Meeting Location: Mission Valley Campus, Room 301

[_mailto:jhadjipi@pointloma.edu](mailto:jhadjipi@pointloma.edu)

Office Hours: 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 is designed to prepare students to meet the licensure standards in Clinical Mental Health programs as a clinically competent group counselor. This will be achieved by preparing the student to demonstrate required knowledge pertaining group counseling skills.

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.
 - 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 perspective in group dynamics.
 - 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.
 - 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.
 - 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.
 - 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.
 - 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.
 - 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.
 - 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.
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Institutional Learning Outcomes

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.

Required Texts and Recommended Study Resources

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.

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.

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

Assignments with Point Values

Assignments	Points
Attendance (10%) and Professionalism (10%)	137.5
Group Class Experience Paper	100
Quizzes (5 – 30 points each)	150
Group Facilitation	100



Community Group Experience Paper One	100
Community Group Experience Paper Two	100
Total:	687.50

QUIZZES (5 @ 30-Points Each – 150 Total Points): Quizzes will cover the assigned readings and recorded lectures. 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.

GROUP CLASS REFLECTION PAPER (100-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 there 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 and reference page if necessary (no abstract required). Paper should reflect APA 7 guidelines.

GROUP FACILITATION (100-Points): Students will facilitate a 30-minute "mock" group therapy session. Students will choose and discuss a topic the student wishes to facilitate during their mock session. Students will apply group theory and clinical skills utilized and applied from their reading of the text and classroom group experiences.

COMMUNITY GROUP EXPERIENCE PAPERS (2 at 100-Points each): Students are required to attend two group therapy sessions in the San Diego area as a visitor to observe group process. 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.

List of recommended online community groups:

- AA / Alanon / NA / Celebrate Recovery / SMART Recovery
- Anger Management
- Bereavement Support Group / GriefShare
- CoDA
- Divorce Recovery Group / DivorceCare
- Long-Term Illness Recovery Group / CancerCare
- Mental Illness Recovery Group / Recovery, Inc.



- Meditation / Mindfulness Group / Stress Management
- Social Skills / Life Skills Support Group
- Violent Loss / Survivors of Suicide Support
- Large churches often have lay ministry support groups

Grading Scale:

- 93-100% = A
- 90 - 92% = A-
- 87 – 89% = B+
- 83 – 86% = B
- **80 – 82% = B-**
- 77 – 79% = C+
- 73 – 76% = C
- 70 – 72% = C-
- 67 – 69% = D+
- 63 – 66% = D
- 60 – 62% = D-
- Below 60% = F

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

NOTE: It is your responsibility to maintain your class schedule. Should the need arise to drop this course (personal emergencies, poor performance, etc.); you have the responsibility to first contact the professors. Then if no accommodations can be made, you are responsible to follow through (provided the drop date meets the stated calendar deadline established by the University)

Incompletes and Late Assignments

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.

Other Course-Specific Info

TEACHING METHODOLOGY

There are different ways in which to approach the teaching of the same subject area and material. The focus of this course will be applying the concepts presented in the textbook to our group counseling.



sessions during class and the group sessions students attend outside of class.

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 during class group sessions.

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.

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.

APA Papers

All 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 \(https://canvas.pointloma.edu/courses/86311/pages/apa-7th-edition-help-file\)](https://canvas.pointloma.edu/courses/86311/pages/apa-7th-edition-help-file)
- [The OWL at Purdue: APA StyleLinks to an external site. \(https://owl.english.purdue.edu/owl/section/2/10\)](https://owl.english.purdue.edu/owl/section/2/10)



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.

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 Professionalism Rubric](https://docs.google.com/document/d/1113zcG8BAe_gb79ABwxlqkl0Ql8GJ1GUYl6TosQ5mxg/edit?tab=t.0) 
(https://docs.google.com/document/d/1113zcG8BAe_gb79ABwxlqkl0Ql8GJ1GUYl6TosQ5mxg/edit?tab=t.0).

What is considered “class participation”?

- Raising your hand and answering questions.
- Sharing ideas, observations, and personal experiences.
- Pointing out relevant data.
- Generating potential solutions.
- Relating and synthesizing the ideas of others.
- Pointing out relationships to earlier discussions.

Helping others develop their views and ideas.

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
(<mailto: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 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](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text)  (<https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/#text>) for definitions of kinds of academic dishonesty and for further policy information.

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](https://style.mla.org/citing-generative-ai/)  (<https://style.mla.org/citing-generative-ai/>)

[APA Style: How to Cite ChatGPT](https://apastyle.apa.org/blog/how-to-cite-chatgpt)  (<https://apastyle.apa.org/blog/how-to-cite-chatgpt>)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html)  (<https://www.chicagomanualofstyle.org/qanda/data/faq/topics/Documentation/faq0422.html>)

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 (<mailto:EAC@pointloma.edu>) or 619-849-2486). 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. The EAC makes accommodations available to professors at the student's request.

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 special 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



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 a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias (<http://www.pointloma.edu/bias>).

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the [Title IX Office](https://www.pointloma.edu/title-ix) (<https://www.pointloma.edu/title-ix>). Please be aware that under Title IX of the Education Amendments of 1972, it is 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 via our [Sexual Harassment and Discrimination Policy](https://www.pointloma.edu/title-ix). (<https://www.pointloma.edu/title-ix>)

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](https://www.pointloma.edu/bias) (<https://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 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. 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%). 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 will be considered an absence.

Refer to [Academic Policies](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/)  [\(https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/\)](https://pointloma-public.courseleaf.com/grad-catalog/academic-general-policies/) for additional detail.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class regardless of the date of the student's enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment



- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Use of Technology

MACC is committed to a distraction-free learning environment. Students are welcome to bring devices to class, but they *must 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** (<https://my.pointloma.edu/pages/writing-center-gps>) 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** (<https://my.pointloma.edu/pages/research-help>) to help you start your research
 - The physical office is located on the third floor of the **Mission Valley Regional Center**  (<https://maps.app.goo.gl/CRXui8PJUnSkvokC9>) off the student lounge
- **Academic Writing Resources Course** (<https://canvas.pointloma.edu/courses/64301>): 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**  (<https://youtu.be/JB8MmVPznFI>) and take time now to explore!
- **Grammarly**  (<https://www.grammarly.com/edu/point-loma-nazarene-university-graduate-professional-studies>): 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** (<https://my.pointloma.edu/pages/tutoring-gps>): 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
[\(mailto:GPSWritingCenter@pointloma.edu\)](mailto:GPSWritingCenter@pointloma.edu)

Course Schedule and Assignments

This schedule is subject to changes. All changes will be announced in class, via e-mail and/or Canvas Announcements.

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.

Course Schedule

WEEK	READING	TOPIC	ASSIGNMENT
1 Wed. May 13	Yalom Chapter 1	The Therapeutic Factors LIGHT WEEK: No in-person class	Watch recorded lecture Search for groups to attend (provide 5 ideas) Complete How Groups of Portrayed in the Media Complete Academic Honesty Statement
2 Wed. May 20	Yalom Chapter 2	Interpersonal Learning First in-person class	Essay Quiz #1 (on Chapters 1 & 2)
3 Wed. May 27	Yalom Chapter 5	The Therapist: Basic Tasks	Community Group Experience Paper I
4 Wed. June 3	Yalom Chapter 6	The Therapist: Working in the Here-and-Now	Essay Quiz #2 (on Chapters 5 & 6)



5 Wed. June 10	Yalom Chapter 7	The Therapist: Transference and Transparency	Essay Quiz #3 (Chapter 7) Community Group Experience Paper I
6 Wed. June 17	Yalom Chapter 8 (Homogeneity or Heterogeneity? Section); Chapter 9	Creating the Group	
7 Wed. June 24	Yalom Chapter 10	In the Beginning	Essay Quiz #4 (on Chapters 8 & 10)
8 Wed. July 1	Yalom Chapter 11	The Advanced Group	
9 Wed. July 8		LIGHT WEEK: No in-person class	Watch recorded lecture Sign up for Student Facilitated Group
10 Wed. July 15	Yalom Chapter 12	The Challenging Group Member	Essay Quiz #5 (on Chapters 11 & 12)
11 Wed. July 22		Mock Student Facilitated Group Sessions (4 students lead the group for 40 minutes each)	Community Group Experience Paper II
12 Wed. July 29		Mock Student Facilitated Group Sessions (4 students lead the group for 40 minutes each)	



13 Wed. August 5		Mock Student Facilitated Group Sessions (4 students lead the group for 40 minutes each)	
14 Wed. August 12		Mock Student Facilitated Group Sessions (4 students lead the group for 40 minutes each)	
15 Wed. August 19		Mock Student Facilitated Group Sessions (4 students lead the group for 40 minutes each)	
16 Wed. August 26		Mock Student Facilitated Group Sessions (4 students lead the group for 40 minutes each)	Group Reflection Paper

Assignments At-A-Glance

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

Course Summary:

Date	Details	Due
Mon May 11, 2026	 Academic Honesty Verification Statement https://canvas.pointloma.edu/courses/86311/assignments/1310165	due by 11:59pm
Wed May 13, 2026	 SESSION 1 AGENDA: LIGHT WEEK (No In-Person Class this Week)	to do 

Date	Details	Due
	 How Group Therapy is Portrayed in Media https://canvas.pointloma.edu/courses/86311/assignments/1310172	due by 11:59pm 
Sat May 16, 2026	 Provide 5 Ideas for Community Support Groups To Attend https://canvas.pointloma.edu/courses/86311/assignments/1310175	due by 11:59pm 
	 Watch Recorded Lecture https://canvas.pointloma.edu/courses/86311/assignments/1310180	due by 11:59pm 
Wed May 20, 2026	 SESSION 2 AGENDA: First In-Person Class	to do: 5:30pm
Sat May 23, 2026	 Knowledge Check 1 https://canvas.pointloma.edu/courses/86311/assignments/1310161	due by 11:59pm 
Mon May 25, 2026	 Knowledge Check 1 https://canvas.pointloma.edu/courses/86311/assignments/1310161 (1 student)	due by 11:59pm 
Wed May 27, 2026	 SESSION 3 AGENDA	to do: 5:30pm
Sun May 31, 2026	 Community Group Experience Reflection Paper #1 https://canvas.pointloma.edu/courses/86311/assignments/1310167	due by 11:59pm 
Wed Jun 3, 2026	 SESSION 4 AGENDA	to do: 5:30pm
Sun Jun 7, 2026	 Knowledge Check 2 https://canvas.pointloma.edu/courses/86311/assignments/1310162	due by 11:59pm 
Tue Jun 9, 2026	 Safety Assessment Script and Documentation- To be completed in class	due by 11:59pm 

Date	Details	Due
	https://canvas.pointloma.edu/courses/86311/assignments/1310177 	
Wed Jun 10, 2026	 SESSION 5 AGENDA	to do: 5:30pm
Sun Jun 14, 2026	 Community Group Experience Reflection Paper #2 https://canvas.pointloma.edu/courses/86311/assignments/1310168 	due by 11:59pm
	 Knowledge Check 3 https://canvas.pointloma.edu/courses/86311/assignments/1310163 	due by 11:59pm
Tue Jun 16, 2026	 Sign up for Student Facilitated Group https://canvas.pointloma.edu/courses/86311/assignments/1310178 	due by 11:59pm
Wed Jun 17, 2026	 SESSION 6 AGENDA	to do: 5:30pm
Wed Jun 24, 2026	 SESSION 7 AGENDA	to do: 5:30pm
Sun Jun 28, 2026	 Knowledge Check 4 https://canvas.pointloma.edu/courses/86311/assignments/1310164 	due by 11:59pm
Wed Jul 1, 2026	 SESSION 8 AGENDA	to do: 5:30pm
Sat Jul 4, 2026	 Mid-Course Professionalism Feedback https://canvas.pointloma.edu/courses/86311/assignments/1310175 	due by 11:59pm
Wed Jul 8, 2026	 SESSION 9 AGENDA	to do: 5:30pm
Sat Jul 11, 2026	 Watch Recorded Lecture https://canvas.pointloma.edu/courses/86311/assignments/1310179 	due by 11:59pm



Date	Details	Due
Wed Jul 15, 2026	 SESSION 10 AGENDA	to do: 5:30pm
Sun Jul 19, 2026	 Knowledge Check 5 (https://canvas.pointloma.edu/courses/86311/assignments/1310166)	due by 11:59pm
		
Wed Jul 22, 2026	 SESSION 11 AGENDA	to do: 5:30pm
Wed Jul 29, 2026	 SESSION 12 AGENDA	to do: 5:30pm
Wed Aug 5, 2026	 SESSION 13 AGENDA	to do: 5:30pm
Wed Aug 12, 2026	 SESSION 14 AGENDA	to do: 5:30pm
Wed Aug 19, 2026	 SESSION 15 AGENDA	to do: 5:30pm
Wed Aug 26, 2026	 SESSION 16 AGENDA	to do: 5:30pm
	 End-of-Course Evaluation (https://canvas.pointloma.edu/courses/86311/assignments/1310169)	due by 11:59pm
		
Sat Aug 29, 2026	 Group Class Reflection Paper (https://canvas.pointloma.edu/courses/86311/assignments/1310170)	due by 11:59pm
		
	 Roll Call Attendance (https://canvas.pointloma.edu/courses/86311/assignments/1310176)	due by 11:59pm
		
	 Group Facilitation (https://canvas.pointloma.edu/courses/86311/assignments/1310171)	
		
	 Professionalism (https://canvas.pointloma.edu/courses/86311/assignments/1310174)	
		

