College of Health Sciences | MA in Clinical Counseling

PSY6045: Group Counseling

3 Units

Course Information:

Fall 2024/Full Semester

Course Dates: 09/03/2024 - 12/22/2024 (9/2 is a Holiday)

Meeting days/times:

Tuesdays, 5:30 PM - 8:15 PM

Meeting location: Mission Valley Campus, Room 302

Instructor Information:

Instructor title and name: Kelly Duggan Shearer

Email: kshearer@pointloma.edu

Phone: 619-849-3301

Office location: Mission Valley Campus, Center for Enriching Relationships Suite 250B

Office Hours: Tuesdays 10:30-12 or 4-5, or by appointment (Zoom appointments available)

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 and Course 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.

Class Learning Outcomes

CLO1: Demonstrate competent application of theoretical models and research-based clinical interventions to therapeutic work with individuals, couples, groups and/or families You will articulate and apply knowledge of group theory, group processes and interventions in a group counseling setting. [PLO1] *(Assignments Used to Assess: In-class Discussions and Skills Practice, Preparation Assignments, Group Curriculum, Group Facilitation)*

CLO2: Develop and apply self-awareness and professional ethics to the practice of clinical counseling You will demonstrate skills to establish, and maintain a therapeutic relationship with clients and between clients (interpersonal processes) in group counseling. [PLO2] *(Assignments Used to Assess: Preparation Assignments, Group Class Reflection Paper, Community Group, Experience Reflection Paper)*

CLO3: Demonstrate competence in working with clients from diverse backgrounds, particularly in settings where sociocultural factors influence treatment and there is limited access to care You will develop knowledge about how systems and social identity factors of the therapist and group members shapes group counseling processes.

PLO3 *(Assignments Used to Assess: In-class Discussions and Skills Practice, Preparation Assignment, Community Group Experience, Reflection Paper, Group Facilitation)*

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.

Required Texts and Recommended Study Resources

Corey, M. S., Corey, G., & Corey, C. (2017). Groups: Process and practice (10th Edition.). 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.

Recommended Study Resources

American Psychological Association. (2020). *Publication manual: The official guide to APA style* (7th Ed). American Psychological Association.

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.

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.

Assessment and Grading

NOTE: For all assignments use APA 7th edition criteria for appropriate grammar, spelling, and paragraph construction. No abstract is needed for any assignment.

Professionalism and Attendance (20%; 10% each) - see the Attendance and Professionalism policy listed below.

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. **Part of your grade depends on your participation in this process, not on the content that you choose to share.** The following guidelines adapted from Corey, Corey, Corey (2017, pgs. 293-4) may assist you in determining what and how much to share:

- "Self-disclosure should be related to purposes, goals, and type of group."
- "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...If members have persistent reactions to certain people, members are encouraged to bring them out into the open without blaming, especially when these reactions are inhibiting their level of participation."

- "In response to group pressure, people sometimes say more than what is necessary for others to understand them. They confuse self-disclosing with being open to the extent that nothing remains private. As a result, they may feel over-exposed in front of others… Members must determine what and how much they want others to know about them."

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. ***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 "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.**

Two important components of this course are the "Skills Practice" group and the "Experiential" group. The **skills practice** group will occur throughout the course. The purpose of this group is to develop clinical skills necessary to facilitate a group. The second group is an **experiential group is one in which** students will participate as **members, co-leaders, or observers and will last** 35-45 minutes. The purpose of this group is to help you 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.

1. **Preparation Assignments (40%, 8 assignments, each worth 25 points.)** Please see details in Canvas.
2. **Community Group Experience Paper (5%, 25 points)** Students are required to attend one group therapy session in the San Diego area as a visitor to observe group process. 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.
3. **Group Curriculum (Due Sunday before you facilitate a group in class) (10%, 25 points)** This is a group project with one other student and will be graded as a group.
4. **Group Facilitation Skills (20%, 100 points):** Students will co-facilitate a 40-minute "mock" group therapy session with another student. Students will develop a group curriculum and implement it their mock session. Students will apply group theory and clinical skills utilized and applied from their reading of the text and classroom group experiences. See rubric on Canvas for further details regarding skill evaluation. Each student will be graded individually.
5. **Final Class Reflection (10%, 50 points):** Students will write a 3-4 page, double spaced paper addressing the following prompts in a thoughtful and analytic way.

Assignment Distribution by Percentage:

Attendance	10%
Professionalism	10%
Preparation Assignments	40%
Community Group Experience Paper	5%
Group Curriculum	5%
Group Facilitation Skills	20%
Final Class Reflection Paper	10%

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.

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 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 619-849-2486). 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.

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-ix](#) 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 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 5 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 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 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. 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** 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. (2017). *Groups: Process and practice (10th Edition.).*

 Boston, MA: Cengage Learning.

Yalom = Yalom, I. D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy*

(5thEdition.). New York: Basic Books.

 * "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	Date	Topic	Reading and Videos to Prepare for Class	Assignments: Due on Sunday before class
1	9/3 Asynchronous	· Overview · Why groups aren't the "lesser choice" of psychotherapy	**Read:** Yalom Ch. 1 (9-31), Ch 2 (44-52) **Watch** Video #1	**Due 9/8** Assignment 1
2	9/10	· Basic therapy skills · Basic group skills · Establishing Safety · Preparing for Group Visit • HOT TOPIC: Working with others on the "other side"	**Read:** CCC Ch. 1 (12-24,) & Ch. 2 (38-45, 48-51)	Bring an "introduce myself" symbol (e.g.) object/thought/word etc. from home. **Due 9/8** Preparation Assignment 2: Intro and Emotional Safety
3	9/17	· Ethics for groups · **Skill focus:** Discussing confidentiality for groups, and informed consent, running a pre-group selection interview	**Read:** CCC Ch. 3 (60-74); Yalom Ch. 9 (355-372 Ch. 13 (521-533),	Preparation Assignment 3: Pre-group Script

		· **HOT TOPIC:** Ethical challenges around group participation (individual/concurrent etc.)	Appendix (667-672) **Watch** Video # 2	
4	9/24	· **Forming** a Group: Organization & Operation: Planning, Co-leading, Supervision · Types of groups · Work with a partner on forming a one-session psychoeducational or support group to be presented later in the semester. · How to Dance in Ohio TBD	**Read:** CCC Ch. 5 (153-170) Ch. 10 or Ch 11(skim the group proposal that is of interest to you); Yalom Ch. 8 (295-298, 333-336) **Watch** Video # 3	**Due 9/22** Preparation Assignment 4: Draft of Group Curriculum
5	10/1	· **Norming:** The Initial Stage of the Group · **Skill Focus**Setting group norms; beginning and ending a group, • **HOT TOPIC**: The swimming pool of vulnerability	**Read:** CCC Ch. 6 (175-186, 193-219); **Watch** Video # 4	**Due 9/29** Preparation Assignment 5: Reflection Paper
6	10/8	· **Norming:** The Initial Stage of the Group · **Skill Focus:** Linking; Working in the here and now • **HOT TOPIC**: When your "stuff" gets in the way.	**Yalom** Ch. 5 (153-175) Ch. 6 (183-185, 230-241) Working in the here and now	**Due 10/6** Preparation Assignment: Reflection Paper
7	10/15	· **Storming:** Transitional Stage of the Group and self-disclosure in group therapy · **Skill focus**: Giving useful and respectful feedback · **HOT TOPIC:** Therapist self-disclosure	**Read: CCC** Ch. 7 (224-268) Yalom Ch. 7 (272-275; 288-291 (Self disclosure vs use of self) **Watch** Video # 5	**Due 10/13** Preparation Assignments 6: Discussion Post on Therapist Self-disclosure
8	10/22	· **Storming:** Challenging behaviors · **Skill focus:** Handling conflict and blocking behaviors • **HOT TOPIC:** What scares you most?	**Read:** Yalom Ch.10 (398-423) Group membership problems, 11 (425-430 Interpersonal learning, 440-455 handling conflict)	**Due 10/22** Preparation Assignment 7: Vignette Response

			Watch Video # 6	
9	10/29	· **Performing:** Working Stage of a Group · **Skill Focus:** Review	**Read:** CCC Ch. 8 (276-308) **Watch** Video # 7	
10	11/5	**Fishbowl Demonstration Group**		**Community Group Experience Paper due**
11	11/12	Student Group Facilitation		**Group curriculum/Student Group Facilitation (Week 11 leaders)**
12	11/19	Student Group Facilitation		**Group curriculum/Student Group Facilitation (Week 12 leaders)**
13	11/26 Asynchronous	· **Adjourning & Mourning:** Termination of Therapy	**Read:** CCC Ch. 9 (318-330); **Yalom** Ch. 11 (465-476) **Watch** Video # 8	
14	12/3	Student Group Facilitation		**Due 12/1** Preparation Assignment 8: Adjourning our class activity suggestion **Group curriculum/Student Group Facilitation** (Week 14 leaders)
15	12/10	Student Group Facilitation		**Group curriculum/Student Group Facilitation (Week 15 leaders)**
16	12/17	Experiential closing activity		**Final 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.