San José State University  
Psychology Department, College of Social Sciences  
PSYC 225, Advanced Group Dynamics, Section 01, Spring 2020

Course and Contact Information

Instructor(s): Sarah Nadeau, M.S., LMFT  
Office Location: DMH 230  
Telephone: Please contact me by email or through Canvas  
Email: Sarah.nadeau@sjsu.edu  
Office Hours: Mondays and Wednesdays 2pm-3pm or by appointment  
Class Days/Time: Wednesday 9am to 11.45am  
Classroom: DMH 308  
Prerequisites: PSYC 1

Course Description

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

Course Format

Each class meeting will have a didactic and an experiential segment. The didactic portion will include discussions of the readings related to group dynamics and approaches and film demonstrations. The experiential section will involve practice in running and participating in groups. Approximately 50 minutes of class time will be spent participating in a graduate student process group that you will take turns co-facilitating with a partner. This section of the course draws directly from the work of Marianne Schneider Corey (2014) and her explanation of this methodology is provided here: The purpose of this course is to teach you about the functioning of groups. The bias of the instructor is that YOU are the most important component in the group process, and not merely you as a technician. Thus, the focus of the course is on how you bring yourself as a person into your small groups. The purpose of these ... groups is not to provide group therapy. However, your interactions in [the] group will hopefully be real, based upon real concerns, and the group will hopefully be therapeutic. Thus, you are expected to participate in a personal way, with a focus on sharing your thoughts and feelings as it pertains to what it is like for you to be a part of your experiential group. You are expected to give feedback to others and also to listen to and consider feedback you receive from others. The focus is not so much on resolving your personal problems. Rather, the focus will be more on here-and-now issues as they emerge within the context of the small groups and exploration of any of the personal topics you bring into your group. Hopefully, this class will be therapeutic, a catalyst for your growth and a path for increasing your awareness of yourself in a group situation. You are not expected to disclose your deepest personal concerns, yet you are expected to deal with your personal reactions to what is taking place in the here-and-now context of the unfolding of the group. It is our expectation that members will engage in risk-taking as a way of expanding personal boundaries and that each participant will take active steps to create a safe climate of support. It is, of course your responsibility to maintain confidentiality, just as you would do with clients. Any breach of
confidentiality may result in immediate withdrawal from the course. You are always expected abide by the APA and CAMFT Code of Ethics.

**Faculty Web Page and MYSJSU Messaging**

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on Canvas Leaning Management System at http://sjsu.instructure.com. Use your SJSUOne login and password. You are responsible for regularly checking in Canvas for any class announcements or updates. For help with using Canvas see Canvas Student Resources page (http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources). You can contact me by email or through the Canvas inbox.

**Course Learning Outcomes (CLO)**

Specifically, our course objectives are as follows:

- **CLO1.** Identify principles of group dynamics, including components of group process, developmental stages of a group, and individual and group goal setting.
- **CLO2.** Demonstrate knowledge of the major theories of group dynamics.
- **CLO3.** Differentiate theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.
- **CLO4.** Understand the therapeutic nature of group work.
- **CLO5.** Examine group member’s roles and behaviors, and therapeutic factors of group work.
- **CLO6.** Understand group leadership styles and approaches, including characteristics of various types of group leaders and the relationship between leadership styles and group functioning.
- **CLO7.** Compare and contrast different group work methods, including group work orientations and behaviors, appropriate selection criteria and methods, group structuring and facilitation skills, and methods for evaluation of group growth and effectiveness.
- **CLO8.** Determine when and how to use different types of groups, including task groups, psycho-educational groups, support groups, and counseling/therapy groups.
- **CLO9.** Know and be able to apply professional preparation standards for group leaders.
- **CLO10.** Be able to identify and use the ethical and legal principles unique to group work, with an awareness of ethical responsibility to demonstrate sensitivity to group member diversity with regard to race, ethnicity, gender, spirituality, sexual orientation, and disabilities.
- **CLO11.** Experience being a member of a group, both as a participant and a leader, and receive feedback from peers and supervision from the instructor.
- **CLO12.** Demonstrate an understanding of the influence of culture and gender.
- **CLO13.** Explain the source of disputes and the resolution of conflict within and between groups.
- **CLO14.** Examine the contextual impact on groups and their potential outcomes.
- **CLO15.** Integrate both theoretical and experiential learning in order to develop critical thinking and analysis.

**Program Learning Outcomes (PLO)**

Upon completion of the MS in Clinical Psychology:

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

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

Licensure Learning Outcomes (LLOs)

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

LLO1: For the LPCC requirements, this course meets requirement [D] Group counseling theories and techniques, including principles of group dynamics, group process components, group developmental stage theories, therapeutic factors of group work, group leadership styles and approaches, pertinent research and literature, group counseling methods, and evaluation of effectiveness.

LLO2: For the MFT requirements, the course partially meets the requirements that the degree program includes no less than 12 semester or 18 quarter units of coursework in theories, principles, and methods of a variety of psychotherapeutic orientations directly related to marriage and family therapy and marital and family symptoms approaches to treatment and how these theories can be applied therapeutically with individuals, couples, families, adults, including elder adults, children, adolescents, and groups to improve, restore, or maintain healthy relationships, as stipulated in BPC Section 4980.36(d)(1)(A).

Required Texts/Readings

Textbook


Other Readings

A list of supplemental readings is included at the end of the syllabus to assist you in writing your Group Proposal. You are encouraged to seek out other theoretical and empirical readings to inform your understanding of group dynamics and approaches and to guide your proposal.

Library Liaison

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

Psychology Librarian:
Christa Bailey
christa.bailey@sjsu.edu
408-808-2422
The library also has an abundance of resources for doing psychology research:
http://libguides.sjsu.edu/psychology

Course Requirements and Assignments

All work should be submitted as hard copy (stapled, with your name, date, my name, and course number) within the first five minutes of class. Please submit work to Canvas as well so that the instructor can use Turnitin.com. Emailed work will generally not be accepted.

Integration Assignments

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

Integration Assignment 1
A) What are some advantages that you see in using a group format for treatment?
B) Drawing from your reading, what are your current primary concerns or questions about leading a group?
C) In setting up a new group, what are some ethical and legal considerations that you think are most important?

Integration Assignment 2
A) Describe the therapeutic factors and why they are important for understanding and conducting group work.
B) What do you believe about how people heal? In what context do people heal? What must be present in order for people to heal?
C) What methods work to help people heal?

Integration Assignment 3
A) What are your thoughts on preparing people ahead of time for group participation? What kind of pre-group preparation do you think is valuable?
B) What are the main characteristics of a group during the initial stage? What are some typical behaviors of members during the first few meetings?
C) What do you as a group leader see as the most important tasks and functions at this time?

Integration Assignment 4
A) What are some signs that will help you recognize transference in a group? How can you detect transference of members to you? How about transference between certain members? How can you work therapeutically with transference in the sessions?
B) What steps could you take to become aware of possible countertransference on your part? How can you use your own feelings and reactions toward group members to facilitate the process? When might your reactions impede group process?

C) If you were leading an open group (with changing membership), what would you want to attend to when a member is preparing to leave the group? What signs would you look for in determining the person’s readiness to terminate?

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

**Group Observation Reaction Paper**

Observe one mutual-help or psycho-educational group meeting such as AA, NA, Al Anon or NAMI. You will turn in a brief (no more than 3 page, double spaced, 12 point font) reaction paper including the following information:

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

**Group Proposal**

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

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

**Presentation**

This presentation may be conducted with a partner. In 20 minutes, briefly present your group proposal and demonstrate part of one session to the class. Try to elicit role-playing by students to show how the group would progress and provide example of the types of dynamics that might occur.
Final Reflection
You will complete a final reflection assignment reflecting on your learning and experiences in the class over the semester.

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

Grading Information
The total points possible for this class is 200.
- 4 Integration Assignments: 15 Points each (7.5%) = 60 points (30%)
- Group Observation Reaction Paper: 20 points (10%)
- Group Proposal: 50 Points (25%)
- Group Proposal Presentation: 20 points (10%)
- Final Reflection on Group Participation: 25 points (12.5%)
- Class Participation: 25 Points (12.5%)

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

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A plus</td>
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<td>93 to 98.9%</td>
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<td>A minus</td>
<td>90 to 92.9%</td>
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<td>B plus</td>
<td>87 to 89.9%</td>
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<td>B</td>
<td>83 to 86.9%</td>
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<td>B minus</td>
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<td>D</td>
<td>63 to 66.6%</td>
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<tr>
<td>D minus</td>
<td>60 to 62.9%</td>
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Classroom Protocol
The information in the syllabus is for your convenience. Any portion of it may change as seems appropriate, especially the dates on which the assignments are due. You are responsible for keeping current on any deviations from the class syllabus, again, particularly rescheduling of assignments. Check the class web site if you cannot be in class and want to check the due dates. Your participation is essential to the success of this class.

Classroom Etiquette
In general, the guiding principles are to be respectful and attend to what is going on in class. Please be polite and respectful to your peers, and please refrain from using language that is prejudicial or hurtful to others. This includes when you are participating in model group therapy sessions. Please do not use phones in class.
University Policies

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

Consent for Recording of Class and Public Sharing of Instructor Material

Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent. You may NEVER give or sell the course notes or any other course material to an outside agency (e.g., a study website) as this material is copyrighted and legally protected by both the professor and SJSU.

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

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

With respect to recording lectures, University Policy S12-7 requires students to obtain instructor’s permission to record the course. Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. In order to record a class a written request must be made to the instructor, who will respond in writing. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

Academic Integrity/Plagiarism/Cheating

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at http://www.sjsu.edu/senate/docs/S07-2.pdf requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at http://www.sjsu.edu/studentconduct/. All work submitted must be your own and must contain appropriate citations and references to the work of others, if included. Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage will not be tolerated.

If you cheat, plagiarize, or otherwise violate the policy of academic integrity in this course, you will fail that assignment and may fail the entire course. All instances of violations of academic integrity will be reported.
Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at http://www.sjsu.edu/aec to establish a record of their disability.

Other Campus Resources

Counseling

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

SJSU Cares – Food and other Resources

If you’re an SJSU student who has had a recent crisis which has left you food insecure, couch-surfing, or facing unexpected bills, SJSU Cares may be able to help identify and connect you to resources. SJSU offers a number of resources and services on campus to help you deal with situations and issues outside of the classroom that may take away from your academic success. Some of those services include mentoring, counseling, health and wellness, and public safety assistance. We also offer a coordinated response to students matriculated in regular sessions programs who are experiencing an unforeseen economic crisis which is impacting their ability to be a successful student.

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

Student Technology Resources

Computer labs for student use are available in the Academic Success Center at http://www.sjsu.edu/at/asc/ located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the Writing Center website at http://www.sjsu.edu/writingcenter. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook.
This schedule is approximate and we may deviate from it. Changes will be announced in class and posted on Canvas.

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<tr>
<th>Date</th>
<th>Topics,</th>
<th>Reading Due</th>
<th>Evaluation Due</th>
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<tr>
<td>1/29</td>
<td>Introduction to Group Work: Review Syllabus, Expectations, &amp; Types of Groups</td>
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<tr>
<td>2/5</td>
<td>The Role of Group Counselor</td>
<td>Corey Ch. 1 &amp; 2, Yalom Ch. 7</td>
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<td>2/12</td>
<td>Ethical and Legal Issues in Group Counseling</td>
<td>Corey Ch. 3, Yalom Ch. 1</td>
<td>Integration 1</td>
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<td>2/19</td>
<td>Basics of Group Therapy: Theoretical Approaches &amp; Techniques Part 1</td>
<td>Corey Ch. 4, Yalom Ch. 2 &amp;3</td>
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<td>Theoretical Approaches &amp; Techniques Part 2</td>
<td>Yalom Ch. 4, 5, 6</td>
<td>Integration 2</td>
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<td>3/4</td>
<td>Forming a Group: Therapeutic Factors</td>
<td>Corey Ch. 5 &amp; 6</td>
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<td>Initial Stage of a Group: Selection, Composition</td>
<td>Yalom Ch. 8 &amp; 9</td>
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<td>Transition Stage of a Group</td>
<td>Yalom Ch. 13 &amp; 14</td>
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<td>3/25</td>
<td>Working Stage of a Group</td>
<td>Corey Ch. 9, Yalom Ch. 12</td>
<td>Group Proposal</td>
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<td>4/8</td>
<td>Interpersonal Process</td>
<td>Corey Ch. 8, Yalom Ch. 11</td>
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<td>Final Stage of a Group</td>
<td>Corey Ch. 8, Yalom Ch. 11</td>
<td>Group Observation Reaction Paper</td>
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<td><strong>No Class: Observe a campus/community group</strong></td>
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<td>4/29</td>
<td>Current Issues and Models</td>
<td>Corey Ch. 10 &amp; 1, Yalom Ch. 15</td>
<td>Integration 4</td>
</tr>
<tr>
<td>5/6</td>
<td>Conclusions and Student Presentations</td>
<td>Yalom Ch. 16</td>
<td>Present Group Proposal</td>
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<tr>
<td>5/18</td>
<td>Monday 7.15am to 9.30am - Final Reflection Paper</td>
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<td>Final Reflection Paper</td>
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