

Advanced Group Dynamics Section 01

PSYC 225

Spring 2025 3 Unit(s) 01/23/2025 to 05/12/2025 Modified 01/13/2025

Contact Information

Instructor:	Li Shen (Jesslyn) Chong, Ph.D.
Office Location:	Dudley Moorhead Hall (DMH) 315
Email:	jess.chong@sjsu.edu <i>*Please write "PSYC 225" on subject line of your email; Allow one business day for me to respond</i>
Office Hours:	Thursdays 1.30-2.30pm in office; Or by appointment via Zoom
Class Day/Time:	Tuesdays & Thursdays 9-11.45am; Once in the semester, each student will co-lead 2 sessions of group therapy for two different groups – <i>Coping with Depressed Mood Group</i> on Thursday 9-11am and <i>Building Connections Group</i> on Thursday 3.30-5.30pm (included prep, group therapy, and debrief time)
Classroom:	Dudley Moorhead Hall (DMH) 308

Course Information

This course is designed to provide students with theoretical understanding and training of groups 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 Description and Requisites

Advanced study of the dynamics of small group interaction. Limited supervised training in group facilitation techniques.

Prerequisite: PSYC 125 (or equivalent).

Notes: MS program priority.

Letter Graded

* Classroom Protocols

Community Engagement

It is expected that the professor and students will come to class prepared. This means that we:

1. Will arrive on time for class.
2. Will have read any assigned material before class starts.
3. Will actively engage in in-class activities and discussions.
4. Will only use phones or laptops for class activities.
5. Will treat each others with respect (interrogate concepts, not people)
6. Will be curious and lean into discomfort.
7. Will seek intentional learning.

Note: You are expected to read the assigned materials before class, so that the professor can elaborate and expand. Because of time constraints it may not be impossible to cover all the segments of a given unit. However, you are responsible for all the assigned reading.

Artificial Intelligence (AI) Policy

"AI should be used as a tool, not a medium" -- This is the philosophy in this class.

Students are taking full responsibility for AI-generated materials as if students had produced them themselves: ideas must be attributed and facts must be true. Students are encourage to use AI tools to explore the field, play with knowledge, and help them study. But students need to be open about this, and document their use.

All writing assignments grade will include component of student's documentation of AI use throughout the course. By keeping track of your AI use and sharing your experiences, we all gain understanding, identify potential issues in this rapidly changing field, and discover better ways to use the resources for our objectives.

Please use this format to document AI use when submitting any writing assignments:

AI use documentation

- AI tool used:
- Reason for using AI:
- Prompt(s)used:

Example:

AI use documentation

- *AI tool used:* ChatGPT
- *Reason of using AI:* To get feedback on grammar, pronunciation, and vocabulary, helping me to improve my language skills.
- *Prompt(s) used:* "ChatGPT, please edit and proofread this paragraph that I have written to make sure the sentence flows well and have no grammatical errors. Also, please make sure that I have these points - 1. Child temperament can contribute to behavior change. 2. Family and community environment factor can influence risk of childhood psychopathology. and 3. Nutrition may also influence children's behavior."

Note: The developments around generative AI are in flux and the rules that are expressed in this syllabus may need to change on short notice. This may affect the contents of assignments, as well as their evaluation.

Late Work

All work will be accepted if submitted within 24 hours of the deadline but will only receive up to 50% of credit. **Work will not be accepted more than 24 hours after the due date.**

If you foresee any circumstances preventing you from completing your assignment on time, please email the professor at least 24 hours prior to the assignment deadline to request for extension. Generally, with extenuating circumstances, I will allow for 3 days of extension from original due date. I will **not** exercise this flexibility for students missing assignments/class due to personal travel, conflicts of your work schedule with class meetings, or other foreseeable conflicts that are within your control. Also, if a student makes repeated requests for extensions on many assignments, I reserve the right to set limits on this flexibility.

If you did not ask for an extension at least 24 hours prior to the assignment deadline, more than 24 hours late assignments will not be accepted/allowed without a formal excuse of some kind (e.g., doctor's note, absence excused via the Office of Undergraduate Education). Assignments or quizzes that are not completed on time or within 24 hours of the deadline will result in a score of zero. I will give you ample time to complete assignments, so this shouldn't be a problem.

Regular Checking of Canvas

Syllabus, slides, grades, assignments, and other important material and information will be posted on Canvas. Students are responsible for checking the account regularly for updates.

Academic Integrity

The University Policy on Academic Integrity will be followed. Students are responsible for familiarizing themselves with the policies contained in the student guidelines, available at <https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf> (<https://www.sjsu.edu/studentconduct/docs/SJSU-Academic-Integrity-Policy-F15-7.pdf>). Any student caught cheating on an exam or assignment will receive a failing grade and the instructor reserves the right to refer the student to the Student Conduct and Ethical Development.

Accommodations for students with disabilities

If you need course adaptations or accommodations because of a disability or other circumstances, please make an appointment with the professor as soon as possible, or see the professor during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with AEC to establish a record of their disability. <http://www.sjsu.edu/aec/docs/F06-2.pdf> (<http://www.sjsu.edu/aec/docs/F06-2.pdf>).

Program Information

Licensure Learning Outcomes (LLOs) indicate how each course meets the educational requirements as detailed by the CA Board of Behavioral Sciences. [The MS Clinical LLOs are detailed on our program website. \(https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php\)](https://sjsu.edu/psych/graduate-programs/masters-clinical-psych/learning-objectives.php)

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the MS in Clinical Psychology degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the degree are:

1. Interventions and evidence-based applications

1.1 Students will be able to apply, compare, and contrast a variety of psychotherapy theories and implement at least one chosen theory or intervention with clinical case material

1.2 Students will be able to evaluate, select, and implement empirically supported clinical interventions for clinical case material and clients

2. Communication and Case presentation

2.1 Students will be able to integrate and communicate clinical case material

2.2 Students will be able to synthesize contextual and cultural variables into their understanding of and presentation 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 analyze cases other than those they are treating, applying theories, principles, and relevant empirical findings to those cases

3. Competent Assessment and Evaluation

3.1 Students will be able to evaluate, select, and implement different assessment devices and strategies for assessing client outcomes and processes of change over the course of treatment including nomothetic and idiographic approaches

4. Professional clinical practice

4.1 Students will demonstrate competency consistent with professional standards of practice in areas including, but not limited to, psychotherapy theory, service delivery, ethics, assessment, research methods, family/couples therapy, cultural diversity and humility, risk management and safety planning,

psychopharmacology, and issues relevant to adult and child clinical populations.

5. Preparation and meeting professional licensing requirements

5.1 Students will demonstrate fulfillment of coursework and other pre-degree licensing requirements outlined by the Board of Behavioral Sciences

Course Learning Outcomes (CLOs)

Upon successful completion of this course:

1. Identify principles of group dynamics, including components of group process, developmental stages of a group, and individual and group goal setting.
2. Demonstrate knowledge of the major theories of group dynamics.
3. Understand the therapeutic nature of group work.
4. Examine group member's roles and behaviors, and therapeutic factors of group work.
5. Understand group leadership styles and approaches, including characteristics of various types of group leaders and the relationship between leadership styles and group functioning.
6. Determine when and how to use different types of groups, including task groups, psycho-educational groups, support groups, and counseling/therapy groups.
7. Know and be able to apply professional preparation standards for group leaders.
8. 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.
9. Lead group therapy and receive feedback from peers and supervision from the professor.
10. Demonstrate an understanding of the influence of culture and gender.
11. Explain the source of disputes and the resolution of conflict within and between groups.
12. Examine the contextual impact on groups and their potential outcomes.
13. Integrate both theoretical and experiential learning in order to develop critical thinking and analysis.

Course Materials

Textbooks (Required):

1. Corey, M. S., Corey, G., & Corey, C. (2017). Groups: process and practice (10th ed.) Cengage L. ISBN: 9781305865709
 - o Access options
 - Access e-book via [Cengage Learning](https://www.cengage.com/c/student/9781305865709/?filterBy=Student&_gl=1*1t6567f*_gcl_au*Njc4MzcxMzguMTczNDcyMTg4NA.*_ga*MTM50TcyNzQ3MC4xNzM0NzIxODg0*_ga_1Z1VMVSHXM*MTczNjc5OTYwNi4yLjEuMTczNjc5OTYzNy4wLjAuMA.*_fplc*JTJCREhUSzd6TmtERjA2c0owdGslMkZFR3FCsnRERnZsUXZ0REh5WXhRZXZMcIVqVEJLTjd3RmFyVIJ6VkF3SWVjMGpMVIB2SFR5cHRvY0ZOeCUyRm1GMnluN1BP)
(https://www.cengage.com/c/student/9781305865709/?filterBy=Student&_gl=1*1t6567f*_gcl_au*Njc4MzcxMzguMTczNDcyMTg4NA.*_ga*MTM50TcyNzQ3MC4xNzM0NzIxODg0*_ga_1Z1VMVSHXM*MTczNjc5OTYwNi4yLjEuMTczNjc5OTYzNy4wLjAuMA.*_fplc*JTJCREhUSzd6TmtERjA2c0owdGslMkZFR3FCsnRERnZsUXZ0REh5WXhRZXZMcIVqVEJLTjd3RmFyVIJ6VkF3SWVjMGpMVIB2SFR5cHRvY0ZOeCUyRm1GMnluN1BP)

[TDRBZGtYRzB0c2Y0R3N4WXclMkZ5cEhwU1R6Ymw3SUQzYWhmQzZER2clM0QIM0Q.](https://www.cengage.com/c/disorders-of-childhood-4e-parritz-troy/9780357796467/))
(\$50.99)

- Rent paperback via [Cengage Learning \(https://www.cengage.com/c/disorders-of-childhood-4e-parritz-troy/9780357796467/\)](https://www.cengage.com/c/disorders-of-childhood-4e-parritz-troy/9780357796467/). (\$75.00)
- Rent e-book via [SJSU bookstore \(https://sjsu.bncollege.com/course-material-listing-page?bypassCustomerAdoptions=true\)](https://sjsu.bncollege.com/course-material-listing-page?bypassCustomerAdoptions=true). (\$50.99)
- Borrow physical book via [SJSU Library Course Reserve \(https://csu-sjsu.alma.exlibrisgroup.com/leganto/public/01CAL\\$SJSU/citation/9111969650002919?auth=SAML\)](https://csu-sjsu.alma.exlibrisgroup.com/leganto/public/01CAL$SJSU/citation/9111969650002919?auth=SAML) (free)

Supplemental Readings:

Supplemental required readings may be assigned throughout the semester. These will be posted on Canvas at least one week before they are due.

Course Requirements and Assignments

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 practical. Other course structures will have equivalent workload expectations as described in the syllabus. More details about student workload can be found in University Policy S16-9.

Semester Survey (Individual Assignment)

Students will complete semester surveys at different times throughout the course: pre-semester, and post-group therapy experiences. This survey will help the professor learn more about you, your goals, learning experiences. Students will earn 5 points for each semester survey.

How is this different from Student Opinion of Teaching Effectiveness (SOTE)?

These semester surveys are generally informal evaluations created and administered by the professor to help address actions, expectations, or challenges of students, as well as the structure, workload, and activities of the course itself. On the other hand, SOTE are formal evaluation created and administered by SJSU as an institution. Your evaluation plays a role in the overall evaluation of your instructor's teaching during SJSU's periodic reviews of instructors, which may impact hiring and promotion decisions.

Content Quizzes (Individual Assignment)

You will complete a total of 5 content quizzes designed to assess the specific competencies for all the assigned readings. The questions will revolve very heavily around the learning objectives of all chapters assigned. Each quiz will include about 15-20 questions (multiple choice, true-false). You are allowed to take this quiz with open book. There is no time limit for the quiz but you can only have 1 attempt. Students can earn 30 points for each of the 5 content quizzes throughout the course.

Group Therapy Preparation (Group Assignment)

The "Group Therapy Preparation" assignment is a group assignment designed to ensure that you are fully prepared for leading group therapy sessions. Preparation is a critical component of effective group facilitation, and this assignment will help you organize your thoughts, materials, and strategies for each session. It will also support your ability to manage the dynamics of the group, deliver content confidently, and reflect on the planning process.

The purpose of this assignment is for you and your co-leaders to demonstrate your ability to plan and structure a group therapy session effectively. You will work through key components of group therapy. This preparation will set the foundation for your video co-lead assignments, peer feedback, and the applied group therapy co-lead sessions.

Submit your completed group therapy session plan via Canvas by the assigned deadline. You will prepare two documents outlining your group's preparation, one document for each group (i.e., separate group therapy preparation assignment submission for "Coping with Depressed Mood" group and "Building Connections: Boosting Social Skills" group). Each assignment is worth 50 points (total 100 points).

Required Components for Submission:

For each session:

- **Session Goal(s):** What are the learning objectives of the session?
- **Agenda/Outline:** A clear breakdown of the session's structure (including time allocation, assignment of didactics/psychoeducation amongst co-leaders).
- **Activity Descriptions:** Detailed descriptions of the activities you plan to lead.
- **Materials List:** A list of any materials needed for the session.

Overall:

- **Group Dynamics Strategy:** Your plan for managing group participation and any anticipated challenges.
- **Ethical/Legal Considerations:** A brief reflection on the ethical and legal aspects of facilitating the group.

Applied Group Therapy Co-Lead (Group Assignment, but Evaluated Individually)

The Applied Group Therapy Co-Lead assignment offers you the opportunity to facilitate group therapy with real-life clients. You will take turns co-leading two different group therapy sessions—one in each of two distinct populations: high school students (Coping with Depressed Mood Group) and college students with Autism Spectrum Disorder (Building Connections: Boosting Social Skills Group). This assignment allows you to apply the skills and techniques you've learned in the course in a real-world setting while receiving direct feedback from your supervisor and peers.

Group Details:

1. Coping with Depressed Mood Group

- **Sessions:** 6 sessions (2/27, 3/6, 3/13, 3/20, 3/27, 4/10)
- **Time:** 9:40-10:30 am
- **Location:** Oak Grove High School, H2
- **Population:** High school students
- **Group Topics:**
 - What is Depression?
 - What is Grief?
 - Coping Strategies to Combat Depression/Grief
 - How to Find Support that Works for Me?

2. Building Connections: Boosting Social Skills Group

- **Sessions:** 4 weekly sessions (3/6, 3/13, 3/20, 3/27)
- **Time:** 4:00-5:00 pm
- **Location:** SJSU MLK Library, Room 230 Center for Accessible Technology
- **Population:** College students with Autism Spectrum Disorder (ASD)
- **Group Topics:**
 - Autism Spectrum Disorder and Social Communication
 - Skills for Making and Keeping Friends, Managing Peer Conflict and Rejection

The process of completing this assignment, involves 3 phases - **preparation, co-leadership, and supervision + reflection**. For preparation, review the session plans and materials for each group. Make sure you understand the group topics and therapeutic goals. Work with your co-leader to prepare for each session. Discuss your roles in facilitating the session, including who will present psychoeducation, lead activities, and manage group dynamics. Lastly, familiarize yourself with any special considerations for each population, such as understanding common issues faced by high school students with depression or college students with ASD.

As a co-leader, you should contribute to the facilitation of the session, alternating between leading activities, providing psychoeducation, and supporting group members. Ensure that each session is well-paced, with smooth transitions between topics and activities. Pay attention to how each group responds to the material, adjusting your approach as needed based on group dynamics.

Throughout the assignment, you will receive direct supervision and feedback from your instructor or supervisor. After each session, engage in a reflective discussion with your supervisor, focusing on what went well and areas for improvement.

All students will be taking turns to facilitate group therapy with real clients twice, once in the "Coping with Depressed Mood" group, and the other time in the "Building Connections" Boosting Social Skills" group. Each assignment is worth 120 points (total 240 points).

Video Group Therapy Co-Lead (Group Assignment)

The Video Group Therapy Co-Lead assignment is a group assignment that requires you to record yourself and your co-leader(s) facilitating a group therapy session. All students will be taking turns to facilitate group therapy with real clients twice, once in the "Coping with Depressed Mood" group, and

the other time in the "Building Connections" Boosting Social Skills" group. When you are not working with real clients, you and your co-leaders will practice leading the group with other students (from other assigned group) as your audience.

You will follow a structured session plan that I have provided, which includes a mix of psychoeducation, didactic material, and interactive group activities. The goal of this assignment is to demonstrate your ability to lead and facilitate group therapy, engage with group members, and manage the dynamics of a group session.

The process of completing this assignment involves **preparation, co-leadership, video recording, and submission**. For preparation, review the session materials and structure provided. Ensure you are clear on your role in the session (e.g., who will lead which portion of the session, who will provide psychoeducation, etc.). Prepare any necessary resources (handouts, slides, etc.) in advance. Lastly, set up the video recording space (e.g., ensure that it is well-lit, audio is clear, and the camera is positioned for a good view of you and your co-leader(s)).

After the preparation phase, you should collaborate with your co-leader(s) to ensure a balanced facilitation approach. Discuss who will lead which activities, provide psychoeducation, and manage group dynamics. You should both be actively involved in facilitating the session, not just one person doing most of the work.

For the video recording, ensure that the entire group therapy session is recorded, including your introductions, psychoeducation, group discussions, activities, and closing. The video should showcase you and other co-leaders leading the group, interacting with the members, and managing the therapeutic process. Keep the session within the time limits (usually 45-60 minutes for a full session). You are recommended to record the video via Panopto. You can access Panopto on the left side of the navigation bar on Canvas. If you choose to record the video using other platforms, upload the video to Panopto and submit it through Canvas by the specified deadlines. Make sure to check the video quality (audio and visual) before submission to ensure clarity.

You and your co-leaders will submit 8 videos throughout this course. Each video is worth 30 points (total 240 points).

Peer Feedback (Individual Assignment)

In this assignment, you will watch the recorded group therapy sessions of your assigned group co-leaders and provide constructive feedback on their facilitation. The goal is to reflect critically on their performance, offer insights on their strengths, and suggest areas for improvement. This assignment will help you develop your observational and reflective skills, which are essential for becoming a competent group therapist.

When watching the video, pay attention to both the content and the process of the session. Take notes on key aspects of the session as you watch it, focusing on both the therapeutic techniques used and the group dynamics. Then, fill out the Peer Feedback Form based on your observations of the session. Provide clear, specific examples to support your feedback. For instance, if you note that a peer demonstrated effective facilitation, mention specific actions or words that contributed to that. Frame your feedback to be supportive and encouraging, even when suggesting areas for

improvement. Offer actionable suggestions that could enhance the session, such as ways to better engage group members or improve time management. After you complete the feedback form, submit it through Canvas as per the assignment schedule.

In total, you will watch and provide feedback based on 8 different videos outlining different sessions facilitated by your and your co-leaders. Students can earn up to 25 points from each submitted peer feedback form (total 200 points).

Final Reflection Paper (Individual Assignment)

The Final Reflection Paper is designed to allow you to integrate your learning from the entire semester of Group Therapy training. This is an opportunity to reflect on your understanding and growth as a group therapist, drawing from both theoretical content and experiential learning. This final reflection paper will not only help you consolidate your learning but also give you a comprehensive view of how far you have come as a group therapy practitioner. You will reflect on how the various components of the course—course content, applied group therapy work, video practice, peer feedback, and overall course experiences—have shaped your skills, knowledge, and personal development in group therapy.

Your final paper should demonstrate your ability to critically analyze and synthesize what you have learned, connect theory to practice, and engage in self-reflection about your strengths and areas for improvement.

- **Format:** The paper should be written in **Times New Roman, 12 pt font**, with **1-inch margins**, and **double-spaced**.
- **Length:** The paper should be approximately **1250 words total** (around **250 words per area of reflection**).
- **Sections:** The paper should be divided into the following sections (use headings for each section):
 1. **Reflection on Course Content** (250 words)
 2. **Reflection on Experiential Learning & Applied Work** (250 words)
 3. **Reflection on Video Practice** (250 words)
 4. **Reflection on Peer Feedback** (250 words)
 5. **Overall Reflection on the Course** (250 words)

Details of the prompts for each section will be provided in the assignment instructions on Canvas. Student will earn 60 points for the Final Reflection Paper.

Grading Information

A student's grade will be based on the total amount of points (1000 possible points). Below is a breakdown of the amount of points needed to earn specific letter grade.

Note: Assignment totals may change over the course of the semester causing a change in the available total point total.

Breakdown

Assignments	Frequency x Points per Assignment	Percentage
Semester Survey	$2 \times 5 = 10$	1%
Content Quiz	$5 \times 30 = 150$	15%
Group Therapy Preparation	$2 \times 50 = 100$	10%
Applied Group Therapy Co-lead	$2 \times 120 = 240$	24%
Video Group Therapy Co-Lead	$8 \times 30 = 240$	24%
Peer Feedback	$8 \times 25 = 200$	20%
Final Reflection Paper	$1 \times 60 = 60$	6%
Total	1000 points	100%

Grading Scale

Grade	Points
A+	960 - 1000
A	930 - 959
A-	900 - 929
B+	860 - 899
B	830 - 859
B-	800 - 829
C+	760 - 799
C	730 - 759
C-	700 - 729
D+	660 - 699
D	630 - 659
D-	600 - 629

F	599 and below
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University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<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 the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

Week	Date	Topics, Readings	Assignment Due
1	1/23	Introduction to Group Work <i>Reading:</i> Textbook Chapter 1	<ul style="list-style-type: none"> Pre-semester Survey due Monday 1/27 11.59pm
2	1/30	Role of Group Counselor Coping with Depressed Mood/ Building Connection Groups Preparation <i>Reading:</i> Textbook Chapters 2	
3	2/6	Ethical and Legal Issues in Group Therapy Coping with Depressed Mood/ Building Connection Groups Preparation <i>Reading:</i> Textbook Chapters 3	<ul style="list-style-type: none"> Content Quiz 1 due Monday 2/10 11.59pm
4	2/13	Applied Group Co-Lead Assignment Site Tour Coping with Depressed Mood/ Building Connection Groups Preparation	

5	2/20	No formal didactics/class Coping with Depressed Mood/ Building Connection Groups Preparation	<ul style="list-style-type: none"> • Group Therapy Preparation due Friday 2/21 11.59pm
6	2/27	No formal didactics/class Coping with Depressed Mood Session 1 (Oaks Grove High School H2; 9.40-10.30am)	<ul style="list-style-type: none"> • Applied Group Therapy Co-lead (assigned groups only) • Video Group Therapy Co-lead due Friday 2/28 11.59pm <ul style="list-style-type: none"> ◦ Coping Group S1 • Peer Feedback due Friday 2/28 11.59pm <ul style="list-style-type: none"> ◦ Coping Group S1
7	3/6	No formal didactics/class Coping with Depressed Mood Session 2 (Oaks Grove High School H2; 9.40-10.30am) Building Connections Group Session 1 (SJSU MLK Library Rm230; 4-5pm)	<ul style="list-style-type: none"> • Applied Group Therapy Co-lead (assigned groups only) • Video Group Therapy Co-lead due Friday 3/7 11.59pm <ul style="list-style-type: none"> ◦ Coping Group S2 ◦ Connection Group S1 • Peer Feedback due Friday 3/7 11.59pm <ul style="list-style-type: none"> ◦ Coping Group S2 ◦ Connection Group S1
8	3/13	No formal didactics/class Coping with Depressed Mood Session 3 (Oaks Grove High School H2; 9.40-10.30am) Building Connections Group Session 2 (SJSU MLK Library Rm230; 4-5pm)	<ul style="list-style-type: none"> • Applied Group Therapy Co-lead (assigned groups only) • Video Group Therapy Co-lead due Friday 3/14 11.59pm <ul style="list-style-type: none"> ◦ Coping Group S3 ◦ Connection Group S2 • Peer Feedback due Friday 3/14 11.59pm <ul style="list-style-type: none"> ◦ Coping Group S3 ◦ Connection Group S2

9	3/20	<p>No formal didactics/class</p> <p>Coping with Depressed Mood Session 4(Oaks Grove High School H2; 9.40-10.30am)</p> <p>Building Connections Group Session 3 (SJSU MLK Library Rm230; 4-5pm)</p>	<ul style="list-style-type: none"> • Applied Group Therapy Co-lead (assigned groups only) • Video Group Therapy Co-lead due Friday 3/21 11.59pm <ul style="list-style-type: none"> ◦ Coping Group S4 ◦ Connection Group S3 • Peer Feedback due Friday 3/21 11.59pm <ul style="list-style-type: none"> ◦ Coping Group S4 ◦ Connection Group S3
10	3/27	<p>No formal didactics/class</p> <p>Coping with Depressed Mood Session 5 (Oaks Grove High School H2; 9.40-10.30am)</p> <p>Building Connections Group Session 4 (SJSU MLK Library Rm230; 4-5pm)</p>	<ul style="list-style-type: none"> • Applied Group Therapy Co-lead (assigned groups only) • Video Group Therapy Co-lead due Friday 3/28 11.59pm <ul style="list-style-type: none"> ◦ Coping Group S5 ◦ Connection Group S4 • Peer Feedback due Friday 3/28 11.59pm <ul style="list-style-type: none"> ◦ Coping Group S5 ◦ Connection Group S4
11	4/3	Spring Break	<ul style="list-style-type: none"> • Enjoy spring break!
12	4/10	<p>No formal didactics/class</p> <p>Coping with Depressed Mood Session 6 (Oaks Grove High School H2)</p>	<ul style="list-style-type: none"> • Applied Group Therapy Co-lead (assigned groups only) • Video Group Therapy Co-lead due Friday 4/11 11.59pm <ul style="list-style-type: none"> ◦ Coping Group S6 • Peer Feedback due Friday 4/11 11.59pm <ul style="list-style-type: none"> ◦ Coping Group S6
13	4/17	<p>Theories and Techniques of Group Counseling</p> <p><i>Reading:</i> Textbook Chapter 4</p>	<ul style="list-style-type: none"> • Post-group survey due Monday 4/21 11.59pm • Content Quiz 2 due Monday 4/21 11.59pm
14	4/24	<p>Initial Stages of Group</p> <p><i>Reading:</i> Textbook Chapters 5, 6, and 7</p>	<ul style="list-style-type: none"> • Content Quiz 3 due Monday 4/28 11.59pm

15	5/1	Working and Final Stages of Group <i>Reading:</i> Textbook Chapters 8 and 9	<ul style="list-style-type: none"> • Content Quiz 4 due Monday 5/5 11.59pm
16	5/8	Application of Group Process to Schools and Community Agency Settings End of Class Celebration <i>Reading:</i> Textbook Chapters 10 and 11	<ul style="list-style-type: none"> • Content Quiz 5 due Monday 5/12 11.59pm
Finals Week	5/15		<ul style="list-style-type: none"> • Final Reflection Paper due Thursday 5/15 11.45am

Student Resources

If you need a support line:

- [CA Peer Run WARM LINE \(http://mentalhealthsf.org/peer-run-warmline\)](http://mentalhealthsf.org/peer-run-warmline)- 855-845-7415 This is a non-emergency resource for anyone in California seeking mental and emotional support. Providing 24/7 assistance via phone and web chat on a nondiscriminatory basis to anyone in need.
- [988 Suicide and Crisis Lifeline \(https://988lifeline.org/?gad_source=1\)](https://988lifeline.org/?gad_source=1): Dial 988 The 988 Lifeline provides 24/7, free and confidential support for people in distress, prevention and crisis resources for you or your loved ones, and best practices for professionals in the United States. Para acceder al apoyo en español, marque 988 y presione 2. Para iniciar una conversación de mensaje de texto en español con el 988 Lifeline, envía la palabra AYUDA a 988. Para chatear con el 988 Lifeline en español, elige "Español" en la esquina superior derecha de la pantalla y luego visita nuestra página de chat.
- [National Domestic Violence Hotline \(https://www.thehotline.org/\)](https://www.thehotline.org/) - 1-800-799-7233 or TTY 1-800-787-3224
- [SAMHSA's National Helpline \(https://www.samhsa.gov/find-help/national-helpline\)](https://www.samhsa.gov/find-help/national-helpline) - 1-800-662-HELP (4357) (also known as the Treatment Referral Routing Service), or TTY: 1-800-487-4889 is a confidential, free, 24-hour-a-day, 365-day-a-year, information service, in English and Spanish, for individuals and family members facing mental and/or substance use disorders. This service provides referrals to local treatment facilities, support groups, and community-based organizations. Also visit the [online treatment locator \(https://findtreatment.samhsa.gov/\)](https://findtreatment.samhsa.gov/), or send your zip code via text message: 435748 (HELP4U) to find help near you. Currently, the 435748 (HELP4U) text messaging service is only available in English.

- [The Trans Lifeline \(https://www.translifeline.org/\)](https://www.translifeline.org/) - Call 1-877-565-8860 The Trans Lifeline is a trans-led organization that connects trans people to the community, support, and resources they need to survive and thrive. It provides crisis intervention hotlines, staffed by transgender individuals, for trans and questioning callers.
- [The Veterans Crisis Line \(https://www.veteranscrisisline.net/\)](https://www.veteranscrisisline.net/) - Call the Veterans Crisis Line at 1-800-273-8255 and Press 1 or text to 838255. The 24-hour, toll-free, confidential hotline provides phone, webchat, and text options available to military veterans in crisis and their families and friends. It provides options for deaf and hard of hearing individuals.
- [The Crisis Text Line \(https://www.crisistextline.org/\)](https://www.crisistextline.org/) - Text HOME to 741-741. The Crisis Text Line is the only 24/7, nationwide crisis-intervention text-message hotline.

On campus resources:

- [Counseling and Psychological Services \(https://www.sjsu.edu/counseling/index.php\)](https://www.sjsu.edu/counseling/index.php) - CAPS is a resource that is available to all students, and they provide individual counseling, couples counseling, and group therapy (including drop-in groups!). If you have never had counseling at the Student Wellness Center, please call their office at 408-924-5678 or stop by to schedule your initial session. The purpose of this initial meeting is to understand your needs so that they can guide you to appropriate resources such as groups and/or workshops, brief therapy, or referral to an outside counseling agency. This is not necessary to attend all groups.
- [Wellness Lounge \(https://www.sjsu.edu/wellness/grow-your-wellbeing/wellness-lounge.php\)](https://www.sjsu.edu/wellness/grow-your-wellbeing/wellness-lounge.php) - Located on the first floor of the Student Wellness Center and open M-R 10a-4p and F 1p-4p. The Wellness Lounge offers different events and activities where you can relax and unwind a bit, doing things like coloring, playing Nintendo Switch games, and they also have free massage chairs you can book 20-minute appointments for by stopping by the Wellness Lounge front desk, visiting their SWC Patient Portal, or calling 408-924-5678. The lounge also offers an alternative place to study and/or connect with peers if you are looking to expand your support network.
- [Accessible Education Center \(AEC\) \(https://www.sjsu.edu/aec/index.php\)](https://www.sjsu.edu/aec/index.php) - The Accessible Education Center, through collaboration with the campus and community, is committed to redefining ability for students with disabilities by providing comprehensive services in support of the educational development and success of students with disabilities in a student-centered and professional environment.
- [Black Leadership and Opportunity Center \(https://www.sjsu.edu/thebloc/index.php\)](https://www.sjsu.edu/thebloc/index.php) - The SJSU Black Leadership and Opportunity Center (BLOC) serves to holistically empower, uplift, and develop all students in the African Diaspora through strengthening and building community bonds, encouraging positive Black identity, and providing social and academic support.
- [Pride Center \(https://www.sjsu.edu/pride/\)](https://www.sjsu.edu/pride/) - The mission of the PRIDE Center is to support the LGBTQ+ (Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Questioning, Asexual, Nonbinary, etc.) students of San José State University. Through dynamic programming and educational outreach the PRIDE

Center seeks to improve the campus climate for LGBTQ+ students and advocate for the respect and safety of all members of the campus community.

- [Gender Equity Center \(https://www.sjsu.edu/genec/index.php\)](https://www.sjsu.edu/genec/index.php) - The GenEC provides dynamic programming and educational outreach opportunities through collaborative partnerships with other campus and community organizations.
- [MOSAIC Cross Cultural Center \(https://www.sjsu.edu/mosaic/index.php\)](https://www.sjsu.edu/mosaic/index.php) - The mission of MOSAIC Cross Cultural Center is to: Provide a safe and welcoming environment that honors and celebrates diversity. We offer support, advocacy for historically underrepresented groups, leadership opportunities, and intentional programming that focus on critical thought, social justice, and cultural empowerment for the SJSU community.
- [SJSU Cares \(https://www.sjsu.edu/sjsucares/index.php\)](https://www.sjsu.edu/sjsucares/index.php) - SJSU Cares assists students who are facing an unforeseen economic crisis by providing direct support and referrals around basic needs including food, housing, emergency assistance and more. They want to ensure that you reach your academic goals towards graduation. Their programs include self-help assistance/information, case management resources, the Spartan Food Pantry and more.
- [Spartan Food Pantry \(https://www.sjsu.edu/sjsucares/get-assistance/spartan-food-pantry.php\)](https://www.sjsu.edu/sjsucares/get-assistance/spartan-food-pantry.php) - The Spartan Food Pantry is a walk-in, full-service, staffed, food assistance program offering non-perishable goods, fresh produce, and refrigerated items to eligible students. Open during the shelter in place (see updated hours on website/social media), no prior application required, bring Tower Card and reusable grocery bags.
- [Student Health Center \(https://www.sjsu.edu/studenthealth/index.php\)](https://www.sjsu.edu/studenthealth/index.php) - The role of the SJSU Student Health Center is to serve all registered students by providing treatment and care in support of the student community's well-being. Not only can you receive attention for acute conditions, injuries, and illnesses from licensed physicians, the Health Center also provides support services such as a laboratory, pharmacy, physical therapy, radiology, dermatology, podiatry and sports medicine.
- [UndocuSpartan Student Resource Center \(https://www.sjsu.edu/undocuspartan/\)](https://www.sjsu.edu/undocuspartan/) - The UndocuSpartan Student Resource Center (USRC) is invested in creating educational opportunities that will further the success of UndocuSpartans at SJSU. The USRC uses a cross-cultural and social justice lens to provide holistic support and resources to undocumented students and the campus community. The center works alongside undocumented/AB 540 students and allies to create a campus community that is welcoming and inclusive of all students regardless of their immigration status.
- [Veterans Resource Center \(https://www.sjsu.edu/veterans/index.php\)](https://www.sjsu.edu/veterans/index.php) - The Veterans Resource Center (VRC) is designed as a one-stop resource that plays a primary role in serving the university's growing community of veterans and military students.

Off campus community resources:

- [Asian Law Alliance \(https://asianlawalliance.org/\)](https://asianlawalliance.org/) - Non-profit organization that provides equal access to the justice system for Asian Pacific Islander and low-income populations in the Silicon Valley. Services areas include housing, public benefits, immigration & deportation defense, domestic violence/victims of violent crimes, and civil rights.
- [Bay Area Legal Aid \(https://baylegal.org/\)](https://baylegal.org/) - Bay Area Legal Aid helps thousands of low income Bay Area residents build safer, healthier, and more stable lives. Their mission is to provide meaningful access to the civil justice system through quality legal assistance regardless of a client's location, language or disability.
- [Bill Wilson Center \(https://www.billwilsoncenter.org/\)](https://www.billwilsoncenter.org/) - The Bill Wilson Center programs focus on housing, education, counseling, and advocacy. They provide services to more than 4,100 children, youth, young adults and families in Santa Clara County through our various programs.
- [CalFresh \(http://www.sjsu.edu/sjsucares/get-assistance/calfresh.php\)](http://www.sjsu.edu/sjsucares/get-assistance/calfresh.php) - Monthly cash assistance for groceries.
- [Community Solutions \(https://www.communitysolutions.org/\)](https://www.communitysolutions.org/) - Community Solutions provide a comprehensive spectrum of prevention, intervention, treatment, and residential services to the communities of Santa Clara and San Benito Counties. They also provide services and support to help children, families, and individuals overcome the challenges posed by mental health issues, substance abuse, trauma, severe family dysfunction, sexual and domestic violence, and human trafficking.
- [City of Santa Clara Renters Resources \(https://www.santaclaraca.gov/our-city/departments-a-f/community-development/housing-community-services-division/renters\)](https://www.santaclaraca.gov/our-city/departments-a-f/community-development/housing-community-services-division/renters) - Information about affordable rental housing, eviction rights, landlord/tenant dispute resolutions, and emergency rental assistance.
- [Greenlight Clinic \(http://greenlightclinic.org/\)](http://greenlightclinic.org/) - A free mental health clinic in San Francisco. Providing a safe environment where individuals can identify and manage feelings around family, peers, school, financial stress, work, or whatever feelings are being experienced.
- [Family Paths \(http://familypaths.org/\)](http://familypaths.org/) - A non-profit organization of mental health professionals and dedicated volunteers that provide a number of mental health and supportive services to low income, multi-stressed individuals and families in Alameda County.
- [County of Santa Cruz Mental Health Resources \(https://www.santacruzhealth.org/HSAHome/HSADivisions/BehavioralHealth.aspx\)](https://www.santacruzhealth.org/HSAHome/HSADivisions/BehavioralHealth.aspx) - The Behavioral Health Division provides a wide range of prevention and treatment options for Santa Cruz County adults, children and their families. Resources are broken down by age group and they offer a pocket guide and local hot lines.

National resources:

- [Active Minds \(http://activeminds.org/\)](http://activeminds.org/) - Active Minds is a nonprofit organization dedicated to raising mental health awareness among students via peer to peer dialogue and interaction.
- [Dana Foundation \(http://dana.org/\)](http://dana.org/) - Explore the brain with the Dana Foundation's free resources for kids and adults. Find fact sheets, lesson plans, articles, and puzzles about brain function and health, all reviewed and approved by scientists.
- [Depression & Bipolar Support Alliance \(http://dbsalliance.org/brochures/\)](http://dbsalliance.org/brochures/) - DBSA offers a variety of free educational materials that can be downloaded or sent directly to your home. The website includes materials detailing strategies and information applicable for both loved ones & caregivers as well as those with depression or bipolar.
- [The National Alliance on Mental Illness \(NAMI\) \(http://www.nami.org/\)](http://www.nami.org/) - Call the NAMI Helpline at 800-950-6264 M-F, 10 am-6pm, ET. Or in a crisis text "NAMI" to 741741 for 24/7, confidential free counseling. The National Alliance on Mental Illness (NAMI) is the nation's largest grassroots mental health organization dedicated to improving the lives of individuals and families affected by mental illness.