

# Advanced Group Dynamics

## PSYC 225

Spring 2026 Section 01 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/09/2026

### 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:	Tuesdays and Thursdays 12-1pm in office; Or by appointment via Zoom
Class Day/Time:	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 9.15-11 am and <i>Building Connections Group</i> on Thursday 3.15-5pm (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

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### 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.

### Artifical Intelligence (AI) Policy

**“AI should be used as a tool, not a medium.”**

This is the guiding philosophy for our class.

AI can support learning, but it **cannot replace your own thinking**. Students are expected to **attempt all assignments on their own first**, using their own ideas, analysis, and reasoning, *before* turning to any AI tools for clarification, refinement, or feedback. AI should enhance your learning, not generate it for you.

Students are fully responsible for any AI-generated content they include in their work. This means:

- Ideas must be accurate and properly attributed.
- Facts must be verified.
- The final submission must reflect the student’s own understanding and voice.

**AI tools may be used to explore concepts, study, check understanding, or improve writing, but students must be transparent and document their use.**

All writing assignments (including discussions, applied assignments) will include an evaluation component based on your **documentation of AI use**. By tracking and sharing your AI interactions, we build collective awareness, improve our judgment, and develop responsible practices in a rapidly evolving field.

**\*\*Of note, softwares, such as Grammarly, CoPilot for Word document, commonly gets flagged for AI use. I recommend disclosure if you use these softwares.**

To summarize, if you use AI in any part of your work, you are responsible for:

- Ensuring ideas are accurate and properly attributed.
- Verifying facts independently.
- Submitting work that reflects your own understanding, voice, and reasoning.
- Transparently documenting any AI use.

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."

### Academic Integrity and AI Detection

To maintain fairness, transparency, and academic integrity, all writing assignments may be screened using Turnitin's AI-writing detection tool. Because AI detection is imperfect, no academic penalty will ever be based solely on the Turnitin percentage. Instead, the issue is undocumented AI use.

If Turnitin reports >20% AI use AND you did not submit AI documentation:

#### 1. First Incident:

You will receive a written warning via Canvas/Email and be asked to revise or clarify your documentation. You can only receive up to 50% of your grade on the assignment. This is an opportunity to correct misunderstandings about appropriate AI use.

#### 2. Second Incident (after a prior warning):

I will file an Academic Dishonesty report with the University. You can only receive up to 50% of your grade on the assignment. Pending university's review result, you may get 0% on the assignment.

### 3. Third Incident and beyond:

I will file an Academic Dishonesty report with the University. You will get 0% on the assignment.

Important Notes:

- You will never be penalized for documented AI use that follows the policy.
- You will only be penalized for undisclosed or deceptive AI use.
- If you believe the AI detection score is inaccurate, you may request a review.

*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

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**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)

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Upon successful completion of this course:

**1. Apply group dynamics principles and theories**

- Analyze group processes, developmental stages, roles, behaviors, and therapeutic factors to understand and guide group functioning.

**2. Demonstrate effective group leadership skills**

- Plan, facilitate, and co-lead groups using appropriate leadership styles and strategies, integrating feedback from peers and supervision.

**3. Integrate theory and practice to foster critical thinking**

- Synthesize theoretical knowledge with experiential learning to evaluate group interventions and make informed clinical decisions.

**4. Apply ethical, legal, and professional standards in group work**

- Identify and address ethical dilemmas, professional preparation standards, and legal responsibilities in the context of diverse group populations.

**5. Promote culturally responsive and inclusive group practice**

- Recognize the influence of culture, gender, and other diversity factors on group processes and adapt interventions to meet members' unique needs.

**6. Facilitate conflict resolution and group problem-solving**

- Recognize sources of conflict within and between groups and implement strategies to manage and resolve disputes constructively.

**7. Select and implement appropriate group types and interventions**

- Determine when and how to use task, psychoeducational, support, and counseling/therapy groups based on client and contextual needs.

# Course Materials

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## Textbooks (Required):

1. Corey, M. S., Corey, G., & Corey, C. (2017). Groups: process and practice (10th ed.) Cengage L. ISBN: 9781305865709
  - Access options
    - Access e-book via [https://www.cengage.com/c/student/9781305865709/?filterBy=Student&\\_gl=1\\*1t6567f\\*\\_gcl\\_au\\*Njc4MzcxMzguMTczNDcyMTg4NA..\\*\\_ga\\*MTM50TcyNzQ3MC4xNzM0NzIxODg0\\*\\_ga\\_1Z1VMVSHXM\\*MTczNjc5OTYwNi4yLjEuMTczNjc5OTYzNy4wLjAuMA..\\*\\_fplc\\*JTJCREhUSzd6TmtERjA2c0owdGsIMkZFR3FCSnRERnZsUXZ0REh5WXhRZXZMcIVqVEJLTjd3RmFyVIJ6Vkf3SWVjMGpMVIB2SFR5cHRvY0Z0eCUyRm1GMnluN1BPTDRBZGtYRzB0c2Y0R3N4WXcIMkZ5cEhwU1R6Ymw3SUQzYWhmQzZER2cIM0QIM0Q.](https://www.cengage.com/c/student/9781305865709/?filterBy=Student&_gl=1*1t6567f*_gcl_au*Njc4MzcxMzguMTczNDcyMTg4NA..*_ga*MTM50TcyNzQ3MC4xNzM0NzIxODg0*_ga_1Z1VMVSHXM*MTczNjc5OTYwNi4yLjEuMTczNjc5OTYzNy4wLjAuMA..*_fplc*JTJCREhUSzd6TmtERjA2c0owdGsIMkZFR3FCSnRERnZsUXZ0REh5WXhRZXZMcIVqVEJLTjd3RmFyVIJ6Vkf3SWVjMGpMVIB2SFR5cHRvY0Z0eCUyRm1GMnluN1BPTDRBZGtYRzB0c2Y0R3N4WXcIMkZ5cEhwU1R6Ymw3SUQzYWhmQzZER2cIM0QIM0Q.) (\$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/01CALS_SJO/citation/9111969650002919?auth=SAML) ([https://csu-sjsu.alma.exlibrisgroup.com/leganto/public/01CALS\\_SJO/citation/9111969650002919?auth=SAML](https://csu-sjsu.alma.exlibrisgroup.com/leganto/public/01CALS_SJO/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

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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)

*Fulfils CLOs 1, 3, 4, 5, 6, 7*

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 a 50 minute time limit for the quiz and you can only have 1 attempt. Students can earn 30 points for each of the 5 content quizzes throughout the course.

## Mock Applied Group Therapy Co-Lead (Group Assignment)

*Fulfils CLOs 1, 2, 3, 4, 5, 6, 7*

This assignment prepares you to co-lead real client groups by providing a structured practice environment. You will facilitate mock applied group therapy sessions with peers in class before co-leading sessions with actual clients. You are expected to practice facilitating group discussions, activities, and psychoeducation, while applying strategies to manage group dynamics, engagement, and participation.

You and your coleader group will facilitate a 40 minutes mock session in class. All students will be taking turns to facilitate group therapy in class 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).

## Applied Group Therapy Co-Lead (Group Assignment)

*Fulfils CLOs 1, 2, 3, 4, 5, 6, 7*

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: 4 sessions (2/26, 3/5, 3/12, 3/19)

- **Time:** 9:40-10:30 am
- **Location:** Oak Grove High School, H2
- **Population:** High school students
- **Group Topics:**
  - What is Depression?
  - Coping Strategies to Combat Depression/

## 2. Building Connections: Boosting Social Skills Group

- **Sessions:** 4 weekly sessions (2/26, 3/5, 3/12, 3/19)
- **Time:** 3.30-4.30 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).

## Reflection Ratio Analysis (Individual Assignment, but require group role play)

*Fulfils CLOs 1, 2, 3, 5, 6*

This assignment is designed to develop your motivational interviewing (MI) skills and prepare you for group facilitation. Working in small groups of 3-4 students, you will role-play a short MI session using a selected scenario, transcribe your facilitation, and analyze your use of reflections versus questions.

You are expected to apply MI skills in a small group context, track and reflect on the balance between questions and reflections, and develop awareness of individual vs. group-level facilitation strategies.

For the assignment, you will conduct a 6–8 minute MI-style group conversation, rotating roles so each student serves as facilitator once (each group facilitator need to choose a different prompt). During the role play, you will need to transcribe your facilitator statements using Microsoft Word's Transcribe tool. After the role-play and transcription, you will label your statements as questions (Q), simple reflections (R-S), or complex reflections (R-C). Lastly, you will calculate your Reflection-to-Question (R/Q) ratio and identify opportunities to strengthen your reflections. You are expected to submit a 300-word reflection summarizing your R/Q ratio, proportion of complex reflections, missed opportunities, and impact on group responses. Students will earn up to 150 points for this assignment.

## Ethical Group Facilitation in MFT Practice (Individual Assignment)

*Fulfils CLOs 2, 3, 4, 5, 6, 7*

This assignment provides an opportunity to apply ethical decision-making skills in a group therapy context. This assignment is designed to help you learn to recognize and respond to ethical challenges in group therapy, to apply MFT systemic and developmental principles to real-world group situations, and to evaluate interventions for risk, benefit, and group impact.

In this assignment, you will analyze three written scenarios reflecting common ethical dilemmas unique to group settings. For each scenario, you will (1) answer multiple-choice questions assessing your understanding of ethical principles and group-specific interventions and (2) write a short-answer response describing what you would say as the group therapist, and identify potential risks and benefits of your intervention. You have 60 minutes to complete this quiz.

Student will earn up to 150 points (MCQs: 60 points; Short Answers: 90 points).

## Final Reflection Paper (Individual Assignment)

*Fulfils CLOs 1, 3, 5*

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 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 Mock Practice** (250 words)
  3. **Reflection on Applied Work** (250 words)
  4. **Reflection on Course Assignments** (e.g., reflection ratio analysis, ethical group facilitation) (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

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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%
Mock Applied Group Therapy Co-Lead	$2 \times 120 = 240$	24%
Applied Group Therapy Co-lead	$2 \times 120 = 240$	24%
Reflection Ratio Analysis Assignment	$1 \times 150 = 150$	15%
Ethical Group Facilitation Assignment	$1 \times 150 = 150$	15%
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

## University Policies

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Per [University Policy 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) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

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Week	Date	Phases, Topics, Readings	Assignment Due

1	1/22	<p><u>Learning Phase</u></p> <p>Introduction to Group Work</p> <p>Role of Group Counselor</p> <p><i>Reading:</i> Textbook Chapters 1 and 2</p>	
2	1/29	<p><u>Practice Phase</u></p> <p><b>**Zoom Class Format</b></p> <p>Mock Applied Group Therapy (aiming for 40 minutes per session):</p> <p>Coping with Depressed Mood S1, S2, S3</p>	<ul style="list-style-type: none"> <li>Pre-semester Survey due Wednesday 1/28 11.59pm</li> <li>Applied Mock Group Therapy Co-lead (assigned groups only) due in class 1/29</li> </ul>
3	2/5	<p><u>Practice Phase</u></p> <p>Mock Applied Group Therapy (aiming for 40 minutes per session):</p> <p>Coping with Depressed Mood S4</p> <p>Building Connection Group S1, S2</p>	<ul style="list-style-type: none"> <li>Applied Mock Group Therapy Co-lead (assigned groups only) due in class 2/5</li> </ul>
4	2/12	<p>Applied Group Co-Lead Assignment</p> <p>Site Tour</p> <p>Coping with Depressed Mood/ Building Connection Groups Preparation</p>	

5	2/19	<p><b><u>Practice Phase</u></b></p> <p>Mock Applied Group Therapy (aiming for 40 minutes per session):</p> <p>Building Connection Group S3, S4</p> <p><b><u>Learning Phase</u></b></p> <p>Dealing with Challenging Behaviors in Group Therapy</p> <p><i>Reading:</i></p> <ol style="list-style-type: none"> <li>1. Laugeson (2014) PEERS Curriculum - Behavioral Management Techniques (pp. 11-13)</li> <li>2. McCauley et al. (2016) BA Clinician's Guide Chapter 4 - Management of Treatment Challenges within the A-BAP Approach (pp. 59-74)</li> </ol>	<ul style="list-style-type: none"> <li>• Applied Mock Group Therapy Co-lead (assigned groups only) due in class 2/19</li> </ul>
6	2/26	<p><b><u>Practice Phase</u></b></p> <p>Coping with Depressed Mood Session 1 (Oaks Grove High School H2; 9.40-10.30am)</p> <p><b>Building Connections Group Session 1</b> (SJSU MLK Library Rm230; 3.30-4.30pm)</p>	<ul style="list-style-type: none"> <li>• Applied Group Therapy Co-lead (assigned groups only) due in class 2/26</li> </ul>
7	3/5	<p><b><u>Practice Phase</u></b></p> <p>Coping with Depressed Mood Session 2 (Oaks Grove High School H2; 9.40-10.30am)</p> <p><b>Building Connections Group Session 2</b> (SJSU MLK Library Rm230; 3.30-4.30pm)</p>	<ul style="list-style-type: none"> <li>• Applied Group Therapy Co-lead (assigned groups only) due in session 3/5</li> </ul>

8	3/12	<p><u>Practice Phase</u></p> <p>Coping with Depressed Mood Session 3 (Oaks Grove High School H2; 9.40-10.30am)</p> <p>Building Connections Group Session 3 (SJSU MLK Library Rm230; 3.30-4.30pm)</p>	<ul style="list-style-type: none"> <li>Applied Group Therapy Co-lead (assigned groups only) due in session 3/12</li> </ul>
9	3/19	<p><u>Practice Phase</u></p> <p>Coping with Depressed Mood Session 4(Oaks Grove High School H2; 9.40-10.30am)</p> <p>Building Connections Group Session 4 (SJSU MLK Library Rm230; 3.30-4.30pm)</p>	<ul style="list-style-type: none"> <li>Applied Group Therapy Co-lead (assigned groups only) due in session 3/19</li> </ul>
10	3/26	**Class cancelled	<ul style="list-style-type: none"> <li>Post-group survey due Wednesday 3/25 11.59pm</li> </ul>
11	4/2	Spring Break	
12	4/9	<p><u>Learning Phase</u></p> <p>Ethical and Legal Issues in Group Therapy</p> <p><i>Reading:</i> Textbook Chapters 3</p>	
13	4/16	<p><u>Learning Phase</u></p> <p>Theories and Techniques of Group Counseling</p> <p><i>Reading:</i> Textbook Chapter 4, complex reflection cheat sheet</p>	<ul style="list-style-type: none"> <li>Content Quiz 1 due Wednesday 4/15 11.59pm</li> <li>Ethical Group Facilitation Assignment due Wednesday 4/15 11.59pm</li> </ul>
14	4/23	<p><u>Learning Phase</u></p> <p>Initial Stages of Group</p> <p><i>Reading:</i> Textbook Chapters 5, 6, and 7</p>	<ul style="list-style-type: none"> <li>Content Quiz 2 due Wednesday 4/22 11.59pm</li> <li>Reflection Ratio Analysis due Wednesday 4/22 11.59pm</li> </ul>

15	4/30	<p><u>Learning Phase</u></p> <p>Working and Final Stages of Group</p> <p><i>Reading:</i> Textbook Chapters 8 and 9</p>	<ul style="list-style-type: none"> <li>Content Quiz 3 due Wednesday 4/29 11.59pm</li> </ul>
16	5/7	<p><u>Learning Phase</u></p> <p>Application of Group Process to Schools and Community Agency Settings</p> <p>End of Class Celebration</p> <p><i>Reading:</i> Textbook Chapters 10 and 11</p>	<ul style="list-style-type: none"> <li>Content Quiz 4 due Wednesday 5/6 11.59pm</li> </ul>
Finals	5/13		<ul style="list-style-type: none"> <li>Content Quiz 5 due Wednesday 5/13 11.59pm</li> <li>Final Reflection Paper due Wednesday 5/13 11.59pm</li> </ul>

### Student Resources

If you need a support line:

- [CA Peer Run WARM LINE](http://mentalhealthsf.org/peer-run-warline) (<http://mentalhealthsf.org/peer-run-warline>) - 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](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.
- [crisistextline.org](http://crisistextline.org/) (<http://crisistextline.org/>): Text HOME to 741741. Anyone can text TALK to 741741 to text with a trained crisis counselor for free, 24/7 support. Text from anywhere in the USA. Every texter is connected with a Crisis Counselor, a real-life human being trained to bring texters from a hot moment to a cool calm through active listening and collaborative problem solving.

- [National Domestic Violence Hotline](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) - 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/), 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/) - 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/) - 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/) - 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) - 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) - 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-minutes 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) - 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 \(BLOC\)](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/) - 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) - 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) - 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) - 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) - 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) - 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/undocuspantan/) (<https://www.sjsu.edu/undocuspantan/>) - 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 lense 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/) - 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) - 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/) - 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/) - 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/) - DBSA offers a variety of free education- al 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/) - 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.
- [StrongHearts Native Helpline](https://strongheartshelpline.org/): You can call 1-844-7-NATIVE or 1-844-762-8483 to reach this 24/7 safe, confidential and anonymous domestic and sexual violence helpline for Native Americans and Alaska Natives, offering culturally appropriate support and advocacy. This crisis line does not work with the police.
- [Deaf Crisis Line](https://www.deafinc.org/deaflead/24-hour-crisis-line-for-the-deafhh.html): Use a videophone to call 1-321-800-3323 and speak with a trained counselor who is fluent in ASL. This hotline is specifically for individuals who are deaf or hard of hearing and use American Sign Language as their primary language.
- [BlackLine](https://www.callblackline.com/): Call or text 1-800-604-5841 to be connected to a support service specifically for Black, Brown, Native & Muslim individuals who are experiencing mental health challenges. You can contact this helpline to receive peer support, counseling, witnessing and affirming of the lived experiences of folx most impacted by systematic oppression with an LGBTQ+ Black Femme Lens. This crisis line does not work with the police.

- [National Eating Disorder Association Helpline \(https://www.nationaleatingdisorders.org/help-support/contact-helpline\)](https://www.nationaleatingdisorders.org/help-support/contact-helpline): Call or text 1-800-931-2237 to be connected with a confidential helpline for individuals who are struggling with eating disorders, as well as their loved ones. You can receive support, information, and referrals to treatment resources.