



## PSY 712 – Interventions: Groups

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## Guiding principles

I hope we can foster a sense of community in this classroom and consider it to be a place where we all will be treated with respect. I welcome students of all ages, backgrounds, beliefs, ethnicities, gender identities, marital/parental status, military/veteran status, national origins, religious and political affiliations, sexual orientations, socioeconomic status – and other visible and nonvisible differences. Each person in the class is encouraged to share their unique perspective as an individual, and are not expected to act as a representative of any category. All members of this class are expected to contribute to a respectful, welcoming, and inclusive environment for every other member of the class. If this standard is not being upheld, please feel free to speak with me...and I encourage you to speak with each other.

*On a personal note: If you ever have a concern about my behavior, please, please feel free to approach me in person (in the moment in class, or elsewhere), by email, or with an anonymous note under my door...whatever it takes so that I can continue my development and learning about co-creating an inclusive classroom environment. Thank you.*

## My expectations and hopes for the semester

My expectations for myself in this course are to be engaged, curious, respectful, thoughtful, challenging, and fully committed to your learning over the semester. Feedback and assessments will be timely, fair, and designed to support your professional growth as a psychologist. I will do all I can to foster a classroom environment that is conducive to your learning. I also expect to be very interpersonally active with you and to utilize humor in a way that is appropriate and assists your understanding of the concepts we are discussing.

My expectations for you are that you will be in class on time, have done the reading assigned for the week and have copies available at the time we meet, and be ready to engage with your classmates and me about what you are learning and how your own experience shapes your understanding. I also expect that you will communicate with me directly and as soon as possible if you find yourself struggling with any aspect of the course, so that together we can identify problem-solving options to maximize your successful completion.

My expectations for us are that throughout our class meetings we'll spend considerable time laying a foundation conducive to respectful yet challenging discussions through which we all can grow. I hope we will grapple with complicated, emotional, and thought-provoking topics as a community, and to understand that learning and teaching come from shared experiences and critical self-reflection. We enter into this exploration together, and together we are responsible for its success.

The topics in this course can engender intense discussions because they often touch on aspects of our own moral values as well as institutional policies, professionalism, ethics, and laws. These areas of difference are the edges where our learning occurs, and if we can disagree without being disagreeable, the opportunity to understand another person's perspectives and opinions—and perhaps even changing our own—becomes a rich and vibrant invitation to expand our own views of the world.

## Course overview

COURSE UNIT VALUE: 3

For each semester, one (1) hour of credit is assigned per hour each week of classroom or direct faculty didactic instruction (that is, per hour of lecture or student in-class time) and a minimum of two (2) hours of out-of-class student work (homework). Two hours is the minimum; I suggest you plan on at least three hours per unit.

## COURSE INSTRUCTOR CONTACT INFORMATION

Name: David Jull-Patterson, PhD, FT  
Pronouns: he/him/his  
Room: Psychology Suite 210, room 201  
Email: [david.jull-patterson@cnsu.edu](mailto:david.jull-patterson@cnsu.edu)

You can expect to hear from me within 48 hours from my receiving your email. However, I don't check email after 17:00 on weekdays or on weekends or holidays - please plan accordingly!

## I TRULY ENJOY MEETING WITH STUDENTS OUTSIDE OF CLASS

1:1 conversation: by appointment (I generally have 12-15 hours per week available). Meeting with me provides an opportunity for us to connect, a chance for you to ask clarifying questions about content, review assignments, explore what you may want to do after you graduate, and find support. You can always stop by my office and see if I'm available for a curbside consult.

You can easily see my student meeting schedule and make an appointment with me (please be sure you're entering an appointment in Pacific time). Use this hyperlink to access my online scheduling system and let me know if you want to meet in person at my office or through Teams:

<https://jull-patterson>

## CLASSROOM AND MEETING TIMES

Room: Room 212, 2<sup>nd</sup> floor, 2920 Prospect Park Drive, Rancho Cordova  
Time: Mondays and Wednesdays, 13:00 – 14:20

## COURSE CATALOG DESCRIPTION

This course focuses on interventions for groups, with special attention given to the ethical and professional issues that differentiate work with groups and individuals.

## PREREQUISITE COURSES

None

## PREREQUISITE KNOWLEDGE

None

## LAST TIME THIS COURSE WAS TAUGHT

Spring 2022

## WHY THIS COURSE?

This course is designed to provide an overview of theory and research on group processes; this is a course that is part of the *Interventions* series within the curriculum. These courses are designed to help you provide services in a variety of settings in which psychologists often find themselves during both their training years as well as in their professional lives. The series particularly draws on the information you received in the *Foundations of Behavior* series as well as your first practicum experiences to help advance your skill as a health service psychologist.

# Profession-wide competencies, course learning objectives, and outcome measures

See APA, 2018 for more about accreditation standards.

## Profession-wide competencies (PWCs) addressed in this course

### *Competency 2: Ethical and legal standards*

Doctoral students are expected to:

2. Respond professionally to complex moral and ethical situations.

### *Competency 3: Individual and cultural diversity*

Doctoral students are expected to:

3. Integrate awareness and knowledge of individual and cultural differences in the conduct of professional roles.

### *Competency 5: Communications and interpersonal skills*

Doctoral students are expected to:

2. Produce and comprehend oral, nonverbal, and written communications that are informative and well-integrated; demonstrate a thorough grasp of professional language and concepts.

### *Competency 7: Intervention*

Doctoral students are expected to:

1. Establish and maintain effective relationships with the recipients of psychological services.
2. Develop evidence-based intervention plans specific to the service delivery goals.
3. Implement interventions informed by the current scientific literature, assessment findings, diversity characteristics, and contextual variables.
4. Demonstrate the ability to apply the relevant research literature to clinical decision making.

## COURSE LEARNING GOALS AND OBJECTIVES

1. By successfully completing this course, you will understand and apply basic concepts and terms related to group process.
  - Objective A: Apply basic concepts and terms to your professional behavior.
  - Objective B: Evaluate the professional literature.
  - Objective C: Skillfully use basic concepts in verbal settings.
2. By successfully completing this course, you will understand the importance of evidence-based research, ethical practice, and cultural humility.
  - Objective A: Demonstrate the ability to locate and gather information.
  - Objective B: Evaluate the sources of information.
  - Objective C: Analyze, summarize, and synthesize information.
  - Objective D: Apply information gained through research to a clinical situation.
  - Objective E: Communicate to others information through the use of writing.
  - Objective F: Communicate to others information through the use of oral presentation.
3. By successfully completing this course, you will develop and increase your group facilitation skills.
  - Objective A: Use observational skills to identify further areas of development of your group facilitation skills.
  - Objective B: Apply your skills in a training situation
  - Objective C: Use self-reflective skills to evaluate your performance as a group facilitator.

## OUTCOME MEASURES

Here are how these course learning goals map onto PWCs as well as the outcome measures (assignments) for these goals:

Course learning objective	DSK/PWC	Outcome measure	Week	Minimum level of achievement
<b>Understand basic concepts and terms related to group process.</b>	PWC 5-2, 7-2	Participation; Article discussion lead; research paper; psychoeducational group intervention proposal; psychoeducational group intervention presentation	Weekly; varies; Week 9; Week 14; Week 15 or Finals Week	80% on article discussion lead; contribute one in-class comment; 80% on proposal and 80% on presentation
<b>Understand the importance of evidence-based research, ethical practice, and cultural humility</b>	PWC 2-2, 3-3, 5-2, 7-2, 4	Psychoeducational group intervention proposal; psychoeducational group intervention presentation	Week 14; Week 15 or Finals Week	80% on group intervention proposal
<b>Develop group facilitation skills</b>	PWC 2-2, 3-3,5-2, 7-1,3,4	T-group observation; T-group co-facilitation; reflection forms	Varies	80% on facilitation skills; 80% on reflection forms

## You may ask, “What will happen in this course?”

### TEACHING METHODS

As your professor, I will provide options for:

- Faculty didactic instruction
- Experiential learning
- Class discussions
- Article reviews and discussions

### ASSESSMENT METHODS

I will evaluate your learning through the means of:

- Class discussions
- Academic papers
- Class presentations

### TECHNOLOGY PROFICIENCY REQUIRED FOR THIS COURSE

Web-based course management (Canvas); Presentation program (e.g., Keynote, PowerPoint, or Prezi); Word processing program (Word).

**IMPORTANT NOTE:** I will communicate with the class through email. This will be the primary means of communication between you and me outside of class time. Please be prompt in responding to emails – no more than 48 hours should lapse before emails are returned or acknowledged.

The Canvas site is used extensively used for this course. If you are unfamiliar with course management software like Canvas, please peruse the following website to help acquaint yourself:  
<https://community.canvaslms.com/community/answers/guides/>

Communications may include changes or cancellations in class, meeting rooms or times, and/or assignments. Please go into your personal profile in Canvas and confirm that the email address listed is the email you will be reading on a daily basis. The class topics and reading assignments are subject to change with a week's notice. These changes will be announced in class, posted on Canvas, and confirmed by email.

## EXPERIENTIAL LEARNING (ADAPTED FROM RYAN, 2005)

The course will be a platform for demonstrating and examining the group process and experience through didactic and experiential teaching methods. As part of this course, you get the opportunity to participate in a training group, or T-group. This is a commonly use learning device in programs as varied as engineering, medicine, business, and psychology. The goals of this group are: (1) for you to experience what it's like to be a member of a group; (2) to increase your awareness of self, others, and interpersonal dynamics; and (3) for you to develop an understanding of how your own personal issues and styles of communication may influence your work as a psychologist and therapist. Because of this, the group experience may raise issues for you and feel uncomfortable at times. I've assigned a chapter in Week 1 by Minahan & Crosby that gives you a good overview of how a T-group works.

As noted, participation is required but you are free to make decisions about what personal information you are willing to share as well as the depth of your disclosures. It may be helpful to think of the conversations in the T-group as focused on the here-and-now, rather than the there-and-then. Your grade for this course will be based on the quality of your graded assignments and upon attendance and participation in class, NOT upon the nature or level of your group disclosures or participation. Full participation in each group session should enhance your learning experience in group counseling, but you will not be penalized if you choose to limit your participation. You decide how much or how little you will disclose and participate in these group experiences. You have a responsibility as a student to try to get as much from this experience as possible. You also have the right to expect that I will protect you against physical threats, intimidation, and undue peer pressure.

Here is what our ethics code has to say about disclosing personal information:

### **7.04 Student Disclosure of Personal Information**

Psychologists do not require students or supervisees to disclose personal information in course- or program-related activities, either orally or in writing, regarding sexual history, history of abuse and neglect, psychological treatment, and relationships with parents, peers, and spouses or significant others except if (1) the program or training facility has clearly identified this requirement in its admissions and program materials or (2) the information is necessary to evaluate or obtain assistance for students whose personal problems could reasonably be judged to be preventing them from performing their training- or professionally related activities in a competent manner or posing a threat to the students or others. (APA, 2017, p. 10)

I will lead our small group experiences. I will be in the multiple relationship of being your training group facilitator and your grading professor. It is my job to ensure that my objectivity, competence, or effectiveness in performing my function is not impaired (APA, 2014); if you have any concerns about this, please be sure to speak with me directly. You will also serve as a process observer and as a co-facilitator during a group session to strengthen your group analysis and leadership skills.

It is essential that we all respect the privacy of our colleagues. Please honor the privacy of information disclosed in both the small group experiences and the group class. Privacy is difficult to insure in such a large group and people may inadvertently breach that trust; it is up to each of us to maintain the integrity of our class, our group, and our fellow group members by being aware of how we discuss our experiences outside of the small group and class meetings. Virtually all conversation in the small groups is confidential information to be exchanged only among members of that group, during the group. In the event a group member reveals information that leads to the suspicion of child abuse or neglect or to the intent to do harm to self or others, privacy must be breached to protect those in danger. General

observations and insights about group process may be discussed outside the group, but not as an alternative to discussing such matters within the group as well. Be sure to keep conversations about your peer group members' group interactions within the structure of the group.

I've been a member or facilitator of a number of T-groups over my academic and professional career. My first time in a T-group came when I was taking *my* graduate groups course at NYU. I've also been a member of these kinds of groups when I've attended the American Group Psychotherapy Association annual conference, and I've led T-groups at the UCSF School of Medicine. Whether a member or facilitator, I'm always humbled by what I learn about myself and others through the focus on the present moment and the willingness to be speak truthfully about what is occurring in the group.

## ATTENDANCE AND BEHAVIORAL EXPECTATIONS

I expect you to attend all classes in their entirety; it is impossible to make up what has transpired. *I define missing class as missing 15 minutes or more of scheduled class time.* If you miss 1-4 classes, you will lose the ten points awarded for active participation in each class. If you miss a fifth class, I will ask you to drop or withdraw from the course. The final dates to drop or to withdraw are listed in the catalogue. Please consult the *CNU Policies* section (page 28 in this syllabus) for a list of what are considered excused absences.

You may fail the course by reason of difficulty in demonstrating professional behaviors or meeting the requirements of the class, such as timely completion of assignments, attendance, or for violations of ethical and professional standards of care. Demonstration of professional behavior (professionalism) includes following the APA Ethical Principles for Psychologists and Code of Conduct; adhering to school guidelines as listed in the Student Handbook; and complying with other directives from the CNU administration. In addition, professionalism includes respectful and responsible speech and actions, communicating directly should issues or problems arise, and maintaining professional boundaries, such as the confidentiality of patients and the privacy of classmates and professors.

If you identify a problem that is affecting your course performance, contact me immediately so together we can develop an appropriate action plan to help you succeed. Please do not wait until the end of the semester or just before an assignment is due to reach out to me. I encourage you to talk with me in person or go to my appointment website to schedule a meeting.

## CLASS PARTICIPATION

Sharing ideas and engaging in intellectual dialogue are requirements of the course. Participation in class discussion is an important component of my ability to assess your competence. Through your participation you contribute to others' learning and advance your own understanding. It is one way in which you demonstrate your mastery of class material, course objectives, and your ability to engage in problem solving and professional learning behaviors.

The class is designed using group discussion to help facilitate class participation. Throughout the course you are responsible for being familiar with and participating in discussions of assigned articles — they are the didactic basis of the course. Through reading and discussions of articles you will acquire the scientific and theoretical knowledge base to meet course learning outcomes. Assessment of participation in class discussion is based on:

- Preparation – you analyzed the assigned reading, brought a copy to class, are familiar with its content, and are prepared to discuss it;
- Willingness – you contribute to class discussion and comment on other classmates' presentations;
- Quality of contribution – you understand the readings, synthesize ideas, explore and question meanings, and apply concepts.

## WRITTEN ASSIGNMENTS

Please use APA format for your written work.

You reviewed Bloom's taxonomy (Krathwohl, 2002) during orientation. You will find Bloom's cognitive processes dimensions for each assignment highlighted in *italics*.

I want you to focus your critical skills and synthesize what you are learning from the readings and class discussions. Mastery of basic skills of grammar and composition are assumed at this level of education. Please write in the first person (using *I*) and not in the third person (using *the writer* or *we* or *psychologists*). Don't just rephrase other authors' work — give your own perceptions or ideas. Be sure you include concepts from readings and class discussions as appropriate. Please don't recap what is in the article or chapter - I already read it, and that is why I chose to assign it.

In the past, my students have been puzzled as to why they got a grade on an assignment that was lower than they expected. If I have asked for certain aspects to be addressed in your writing, you skip an aspect at your own risk! Your grade will be lower if an aspect I've asked you to respond to is not addressed. I endeavor to make sure that all aspects are reflected in the grading rubric.

The biggest suggestion I can make about your writing assignments (other than to check your "writing hygiene" - spelling, punctuation, grammar, sentence and paragraph structure, etc.)? The prudent student will adopt this manifesto:

**"I will tell you about my thinking. I know you are interested not only in the issues upon which I've chosen to focus, but *why* I chose them, *what* I think about them, and *how* they have an impact on my development as a psychologist."**

Missed assignments will result in a lower grade or failure of the class, depending on the work missed. At my discretion, missing more than one major assignment can result in failing this class. If, however, you are *seriously ill* and provide a doctor's note, the assignment may be submitted. Let me know as soon as possible if you find yourself in this situation.

Any work submitted by you must represent original work that you produced. Any source you use must be documented through normal scholarly references and citations, and the extent to which any sources have been used must be apparent to your readers. It is important to know that resubmission of your work produced for one course in a subsequent course, or the submission of work partially or entirely done by someone else is viewed as academic dishonesty. It is your responsibility to seek clarification from me about how much help may be received in completing an assignment or exam or project and what sources may be used.

Know that I use plagiarism-detection software to actively ensure that your work is indeed your own. Plagiarism is a form of cheating, and it is a serious violation of professional standards and the Code of Conduct for the College of Psychology. Its detection will automatically result in an "F" for the course and a referral to the Dean of Academics with a possible hearing before the Professional and Academic Standards Committee. This in turn can lead to your being removed from the program.

If writing is difficult for you please inform me and we will work together as needed to help you meet the requirements for these writing assignments.

## VERBAL ASSIGNMENTS

Your ability to cogently lead a discussion or make an oral presentation will stand you in good stead throughout your career. In situations as varied as rounds, team meetings, and department educational activities, the verbal fluency you display reflects on your own ability and competence. It also gives an indication, particularly in interprofessional settings, of how the profession of psychology expects its practitioners conduct themselves. There are resources (e.g., Jacobs & Hyman, 2010) available to help you make your oral presentation effective; we'll also talk about tips and techniques in class.





If you are unable to present your oral assignment on the day you scheduled, it is your responsibility to switch presentation time with a classmate as soon as possible and send me an email to let me know about the exchange. If you miss your presentation without arranging for another presentation in its place, I will regard your presentation as a missed assignment and give you no points.

Just as with writing, if speaking in class is difficult for you please inform me and we will work together as needed to help you meet the requirements for these verbal assignments.

### WORKLOAD, ASSIGNMENT SUBMISSION GUIDELINES, AND MY GRADING COMMITMENT

For every hour in class, plan to reserve 2-3 hours outside of class for reading and writing (the definition of the Carnegie unit, the basis for granting course credit in U.S. colleges and universities). Please upload your written assignments to me through our Canvas portal and not to my email (exceptions are noted in the assignment submission policy below). If you miss the class when an assignment is due, be sure you submit your assignment by the due date and time.

My intention is to grade assignments and return them to you within 14 days. If you have not received your assignment grade by that time, please contact me to let me know that.

### ASSIGNMENT SUBMISSION POLICY

Be sure you have performed your ablutions and tithed to the Gods of Electronics, because ***I do not accept late papers*** (make sure to see the exceptions for an excused absence in *CNU Student Handbook*), and please...don't ask me to make an exception for you. Following directions and meeting deadlines is a meta-goal within this course. I don't have the ability to judge whether "My AI dog ate my NFT homework" is a valid excuse, nor am I interested in developing that skill. My expectation of your adherence to the time frame is also related to the development of your professionalism. Your clinical work will suffer if your patients can't rely on you to be on time to your session with them, or you may be in legal trouble if you don't submit paperwork or an abuse report in a required timeframe.

I have programmed the Canvas system to only allow you to upload a written assignment up to due date and time; you may not email it to me for grading after the due date and time (see exception in the *CNU Student Handbook* and contact me directly). If you are having difficulties with uploading, bring me a hard copy...which is due at the same time as an electronic submission. If you missed submitting your assignment for grading, you are welcome to email a copy of your assignment to me for my formative feedback. I will provide that after I have finished grading the rest of the assignments.

For oral presentations, switch with someone in class to present your scheduled article presentation if you won't be in class, or exchange readings at the beginning of the semester for an absence you know is approaching.

### FEEDBACK AND ASSESSMENT

A helpful definition of feedback is "...specific, nonjudgmental information comparing a trainee's performance with a standard, given with intent to improve performance" (van de Ridder et al., 2008, p. 189). Feedback is always being given and received, consciously or unconsciously, skillfully or carelessly. Perhaps most importantly, the process of giving and receiving feedback is an expression of commitment to the learning relationship.

Students are sometimes uncertain about the difference between feedback and assessment. Feedback, in this course, is an ongoing conversation between all of us, transparent in nature, and educates the recipient as well as the rest of the group. You will provide self-reflection as well as hear oral feedback on your oral presentation and article discussion leadership (more info about assignments is on page 15). This type of feedback is designed to help everyone improve and learn from one another.

Assessments come in the form of scores for work submitted that takes into account the feedback you've received and then a summative process encompassing scores received throughout the entire semester. All assessments are private. The hallmark of a good assessment is that it is not a surprise, and I will strive to make sure the feedback you receive from me (as well as that of your classmates) is reflected in your assessment.

## MINIMUM LEVEL OF ACHIEVEMENT

To be eligible for graduation, students must demonstrate minimum levels of achievement in all courses as defined by a score of 80% or better (Grade of B or higher) in each course.

## PROFESSIONALISM, COMPETENCE, AND ETHICAL BEHAVIOR

In our program the faculty and administration are committed to a training process that ensures that graduate students develop the knowledge, skills, and attitudes to work effectively with members of the public who embody intersecting demographics, attitudes, beliefs, and values. When graduate students' attitudes, beliefs, or values create tensions that negatively impact the training process or their ability to effectively treat members of the public, the program faculty and supervisors are committed to a developmental training approach that is designed to support the acquisition of professional competence.

We support graduate students in finding a belief- or value-congruent path that allows them to work in a professionally competent manner with all patients. For some trainees, integrating personal beliefs or values with professional competence in working with all patients may require additional time and faculty support. Ultimately though, to complete our program successfully, all graduate students must be able to work with any patient placed in their care in a beneficial and noninjurious manner. Professional competencies are determined by the profession for the benefit and protection of the public; consequently, students do not have the option to avoid working with specific patient populations or refuse to develop professional competencies because of conflicts with their attitudes, beliefs, or values (Wise et al., 2015).

During your time here (most notably in practicum and internship) and after, your actions in relationship to others become a representation of yourself, this institution in general, and this program specifically. As is such, we take professional development very seriously and lapses in professionalism will not be tolerated in any portion of your training or assessment of your competency; particularly egregious lapses will result in your termination from the program. The degree to which you do not meet standards commensurate with an effective, ethically-guided psychologist will reflect poorly on all of us, faculty and students alike, and could have tangible consequences (e.g., reduced internship options for future students) as well the types of peers the faculty and I will be encountering in our professional lives, the reputation of the school and its ability to recruit high-quality students, and—most important—the quality of care that is given patients and their communities by our alumnae and alumni.

Thus, a meta-goal of the program at CNU is to develop psychologists with high levels of professionalism. This meta-goal underlies the goals of each course and clinical placement throughout your education. As you engage in your knowledge acquisition in this course, we will attend to aspects of professional development (the nurturance of professionalism) throughout the semester. Throughout your years in our program you should become acutely aware of how your behavior impacts others and how it reflects upon you as a professional. This includes what you say in class and how you say it, but it also includes things like showing up on time, being prepared, and contributing to the learning community. You'll find this metacognitive approach laced throughout your readings and your assignments; my intent is to help you further develop your professional knowledge and competence (a basic definition of professional development) by understanding how your personal responses affect your professional viewpoint and behavior.

## HOW TO SUCCEED IN THIS COURSE

To be successful in this course, you should expect to devote an average of 12-15 hours each week to preparing for class, attending class, studying course materials, and completing course assignments.

Succeeding is different from not failing; meeting the fundamental requirements as I've outlined them will keep you from failing. My experience teaching is that the students who are truly successful are the ones who are willing to take risks and to challenge themselves and each other. To succeed is to take the information you learn through readings and interactions with me and your classmates and be affected by it. By engaging with the material, being willing to change the way you think about the subjects we study, and actively participating in classroom discussions, the likelihood is that at the end of the year, you will look back and say to yourself, "I will use what I learned in this course during my work. It was worth the money and time I invested by taking it." If there is something I can do to support your success, please don't hesitate to let me know.

## Course materials and schedule

**Please have a copy of the readings for the accessible to you during class.**

### REQUIRED TEXTBOOKS

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Brown, N. W. (2018). *Psychoeducational groups: Process and practice* (4th ed.). Routledge.

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

Articles are available in Canvas or online.

### The syllabus is subject to change

This schedule is the general structure and content of the course. Please remember that the exact content and schedule of the syllabus is subject to change without prior notice to meet your needs or mine, or other requirements. We may spend more time on some topics as needed and may move more quickly over other topics. I **will not** change assignment due dates to be earlier than what is listed in the syllabus.

## WEEKLY SCHEDULE

### Week 1

Assignments and points available: in-class discussion (10 points).

Association for Specialists in Group Work (2021). ASGW guiding principles for group work. <https://asgw.org/wp-content/uploads/2021/07/ASGW-Guiding-Principles-May-2021.pdf>

Minahan, M., & Crosby, R. (2015). The classic T-group. In W. J. Rothwell, J. M. Stavros, & R. L. Sullivan (Eds.), *Practicing organization development: Leading transformation and change* (4th ed., pp. 357-365). Wiley.

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**Week 2**

Assignments and points available: in-class discussion (10 points); readings quiz (1 point); T-group 1.

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Corey, M. S., Corey, G., & Corey, C. (2017). Introduction to group work: A multicultural perspective. In *Groups: Process and practice* (10<sup>th</sup> ed., pp. 3-26). Cengage.

Weinberg, H. (2020). Online group psychotherapy: Challenges and possibilities during COVID-19—A practice review. *Group Dynamics: Theory, Research, and Practice*, 24(3), 201–211. <https://doi.org/10.1037/gdn0000140> **Discussion leader: Student 8**

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**Week 3**

Assignments and points available: in-class discussion (10 points); readings quiz (1 point); T-group 2

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Corey, M. S., Corey, G., & Corey, C. (2017). The group counselor. In *Groups: Process and practice* (10<sup>th</sup> ed., pp. 27-58). Cengage.

Corey, M. S., Corey, G., & Corey, C. (2017). Ethical and legal issues in group counseling. In *Groups: Process and practice* (10<sup>th</sup> ed., pp. 59-98). Cengage.

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**Week 4**

Assignments and points available: in-class discussion (10 points); readings quiz (1 point); T-group 3 (Student 1: observation).

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Corey, M. S., Corey, G., & Corey, C. (2017). Theories and techniques of group counseling. In *Groups: Process and practice* (10<sup>th</sup> ed., pp. 99-148). Cengage.

Corey, M. S., Corey, G., & Corey, C. (2017). Forming a group. In *Groups: Process and practice* (10<sup>th</sup> ed., pp. 149-174). Cengage.

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**Week 5**

Assignments and points available: in-class discussion (10 points); readings quiz (1 point); T-group 4 (Student 2: observation; Student 1: cofacilitation).

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Corey, M. S., Corey, G., & Corey, C. (2017). Initial stages of a group. In *Groups: Process and practice* (10<sup>th</sup> ed., pp. 175-222). Cengage.

Corey, M. S., Corey, G., & Corey, C. (2017). Transition stage of a group. In *Groups: Process and practice* (10<sup>th</sup> ed., pp. 223-274). Cengage.

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**Week 6**

Assignments and points available: in-class discussion (10 points); readings quiz (1 point); T-group 5 (Student 3: observation; Student 2: cofacilitation).

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Corey, M. S., Corey, G., & Corey, C. (2017). Working stage of a group. In *Groups: Process and practice* (10<sup>th</sup> ed., pp. 275-314). Cengage.

Miles, J. R., Anders, C., Kivlighan, D. M. III, & Belcher Platt, A. A. (2021). Cultural ruptures: Addressing microaggressions in group therapy. *Group Dynamics: Theory, Research, and Practice*, 25(1), 74–88. <https://doi.org/10.1037/gdn0000149> **Discussion leader: Student 7**

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**Week 7**

Assignments and points available: in-class discussion (10 points); readings quiz (1 point); T-group 6 (Student 4: observation; Student 3: cofacilitation); Penultimate draft of literature review submitted to review group.

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Corey, M. S., Corey, G., & Corey, C. (2017). Final stage of a group. In *Groups: Process and practice* (10<sup>th</sup> ed., pp. 315-338). Cengage.

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**Week 8**

Assignments and points available: in-class discussion (10 points); T-group 7 (Student 5: observation; Student 4: cofacilitation); mid-term exam (45 points); email your literature edits to your colleagues and upload to me; review in class as time allows.

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Brown, N. W. (2018). Structuring. In *Psychoeducational groups: Process and practice* (4<sup>th</sup> ed., 1-22). Routledge.

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**Week 9**

Assignments and points available: in-class discussion (10 points); T-group 8 (Student 6: observation; Student 5: cofacilitation); literature review due (80 points).

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Brown, N. W. (2018). Planning. In *Psychoeducational groups: Process and practice* (4<sup>th</sup> ed., 23-41). Routledge.

Brown, N. W. (2018). Evaluation of the group and guidelines for activities. In *Psychoeducational groups: Process and practice* (4<sup>th</sup> ed., pp. 42-59). Routledge.

Gone, J. P. (2013). A community-based treatment for Native American historical trauma: Prospects for evidence-based practice. *Spirituality in Clinical Practice*, 1(S), 78–94. <https://doi.org/10.1037/2326-4500.1.S.78> **Discussion leader: Student 6**

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## Week 10

Assignments and points available: in-class discussion (9 points); T-group 9 (Student 7: observation; Student 6: cofacilitation).

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- Brown, N. W. (2018). Theories of group leadership and instruction: The cognitive component for dissemination of information. In *Psychoeducational groups: Process and practice* (4<sup>th</sup> ed., pp. 60-80). Routledge.
- Brown, N. W. (2018). Group leader self-development. In *Psychoeducational groups: Process and practice* (4<sup>th</sup> ed., 81-100). Routledge.
- Clair, K., Ijadi-Maghsoodi, R., Nazinyan, M., Gabriellen, S., & Kalofonos, I. (2021). Veteran perspectives on adaptations to a VA residential rehabilitation program for substance use disorders during the novel coronavirus pandemic. *Community Mental Health Journal*, **57**, 801–807. <https://doi.org/10.1007/s10597-021-00810-z> **Discussion leader: Student 5**

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## Week 11

Assignments and points available: in-class discussion (10 points); T-group 10 (Student 8: observation; Student 7: cofacilitation).

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- Brown, N. W. (2018). Group leadership skills. In *Psychoeducational groups: Process and practice* (4<sup>th</sup> ed., pp. 101-123). Routledge.
- Brown, N. W. (2018). The group: Process and progress. In *Psychoeducational groups: Process and practice* (4<sup>th</sup> ed., 124-141). Routledge.
- Männikkö, N., Mustonen, T., Tanner, N., Vähänikkilä, H., and Kääriäinen, M. (2021). Effectiveness of a brief group intervention program for young adults with gaming-related problems. *International Journal of Mental Health and Addiction*. Advance online publication. <https://doi.org/10.1007/s11469-021-00559-2> **Discussion leader: Student 4**

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## Week 12

Assignments and points available: in-class discussion (10 points); T-group 11 (Student 8: cofacilitation).

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- Brown, N. W. (2018). Cultural diversity issues and concerns. In *Psychoeducational groups: Process and practice* (4<sup>th</sup> ed., pp. 142-159). Routledge.
- Brown, N. W. (2018). Ethical and legal standards. In *Psychoeducational groups: Process and practice* (4<sup>th</sup> ed., 160-174). Routledge.
- Drozek, R. P., Bateman, A. W., Henry, J. T., Connery, H. S., Smith, G. W., & Tester, R. D. (2021). Single-session mentalization-based treatment group for law enforcement officers. *International Journal of Group Psychotherapy*, **71**(3), 441-470. [10.1080/00207284.2021.1922083](https://doi.org/10.1080/00207284.2021.1922083) **Discussion leader: Student 3**

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**Week 13**

Assignments and points available: in-class discussion (10 points); T-group 12.

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- Brown, N. W. (2018). Potential membership problems, concerns, and intervention skills. In *Psychoeducational groups: Process and practice* (4<sup>th</sup> ed., pp. 175-196). Routledge.
- Brown, N. W. (2018). Managing conflict and guidelines for confrontation. In *Psychoeducational groups: Process and practice* (4<sup>th</sup> ed., 197-213). Routledge.
- De La Rosa, S., & Riva, M.T. (2021). Relationship variables in group psychotherapy for women sexual trauma survivors, *International Journal of Group Psychotherapy*, 71(1), 144-179. [10.1080/00207284.2020.1772072](https://doi.org/10.1080/00207284.2020.1772072) **Discussion leader: Student 2**

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**Week 14**

Assignments and points available: in-class discussion (10 points); psychoeducational group proposal (75 points).

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- Poteat, V. P., Calzo, J. P., Yoshikawa, H., Lipkin, A., Ceccolini, C. J., Rosenbach, S. B., O'Brien, M. D., Marx, R. A., Murchison, G. R., & Burson, E. (2019). Greater engagement in gender-sexuality alliances (GSAs) and GSA characteristics predict youth empowerment and reduced mental health concerns. *Child Development*, 91(5), 1509-1528. <https://doi.org/10.1111/cdev.13345> **Discussion leader: Student 1**

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**Week 15**

Assignments and points available: in-class discussion (10 points); Psychoeducational group presentation (80 points).

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Psychoeducational group presentation

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**Finals Week**

Assignments and points available: in-class discussion (10 points); Psychoeducational group presentation (80 points).

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Psychoeducational group presentations

## Assignments, evaluations, and grading

Someone who is attending to how well he [sic] is doing has his self-concept on the line. His image of himself as smart or competent is endangered by the risk of failing to meet a certain standard of performance. The attempt to protect that image usually comes at the expense of a desire to try one's best, which can seem risky. If you don't try, you don't fail..... The more he is focused on how well he's doing, the less he is absorbed in the task itself. That absorption facilitates learning, so anything that undermines it is educationally disruptive (Kohn, 2018, p. 156).

I would really like you to focus on learning and applying new information. However, the university expects me to evaluate you and assign grades based on that evaluation; here's how I will do it:

LISTING OF ASSIGNMENT DUE DATES (WRITTEN WORK IS DUE AT 09:00)

Assignment	Percentage of grade	Due date
Participation (Mondays and post-group Wednesdays)	10	Weekly
Article discussion leader	15	Varies
Corey text quizzes	5	Weeks 2-7
T-group observation reflection form	10	Varies
T-group cofacilitation reflection form	15	Varies
Mid-term exam	10	Week 8
Literature review paper	10	Week 9
Psychoeducational group intervention proposal	15	Week 14
Psychoeducational group intervention presentation	10	Week 15 and Finals Week
<b>Total</b>	<b>100</b>	

This grading scheme provides the opportunity for you to demonstrate mastery of course content in a variety of modalities including formal and informal oral and written assignments as well as interaction with your peers in large and small group discussions. Students who attend class and participate fully in relevant and collaborative ways in class discussions and activities will receive higher grades.

ASSIGNMENTS AND SCORING RUBRICS

**Participation in class and discussions (10 points per class; weighted percentage of grade: 10%)**

Participation in class discussions is required. Students who prepare for and participate fully in relevant and collaborative ways in class discussions and activities will receive higher grades. Rigorous preparation of the weekly assignments will provide sufficient background for meaningful contribution to class discussions. If you are having trouble understanding a concept, please raise the issue in class. Chances are your classmates will have similar questions. If you are concerned that you do not understand the concepts, please schedule an appointment to meet with me prior to the class meeting so that you can be prepared to participate in class discussions.

*The purpose of this assignment is to identify basic concepts and issues in the theoretical foundations of science and professional practice of psychology, and to demonstrate capacity for critical thinking with concepts and issues of theoretical foundations of professional practice. Your learning in this course will be enhanced through your active involvement discussing the concepts with your classmates and me as a way to help you analyze and articulate your own thoughts and beliefs about clinical work and your part in the system of health service psychology. Bloom's cognitive process dimensions: apply, analyze, evaluate.*



Class participation rubric

Criterion	Initial	Emerging	Proficient	Exemplary
<b>Professional behavior</b>	1 You neglect to engage in professional interactions in the classroom (lack of integrity, accountability). Communication with others is inappropriate (i.e., feedback to peers, do not seek out or integrate feedback).	2 You generally engage in professional interactions in the classroom, exhibiting integrity, accountability. Experience challenges in appropriate communication with others (i.e., providing feedback to peers, seeking out and integrating feedback).	4 You regularly engage in professional interactions in the classroom, exhibiting integrity, accountability, etc., as well as appropriate communication with others (i.e., feedback to peers, seeks out feedback).	5 You consistently engage in professional interactions in the classroom, exhibiting integrity, accountability, etc., as well as appropriate, and effective communication with others (i.e., constructive feedback to peers, seeks out and integrates feedback).
<b>Class participation</b>	1 You don't participate in class discussions.	2 You intermittently participate in class discussions.	4 You participate in class discussions, asking a question or making an observation that provides constructive feedback that evidences application, analyzation, or evaluation.	5 You participate in class discussions, asking a question or making an observation that provides constructive feedback and deepens the discussion and evidences application, analyzation, or evaluation.

**Article discussion leader (59 points; weighted percentage of course grade: 15%)**

At the first class we will be assigning discussion leaders for the articles. Each person will serve as the discussion leader for an article during semester. As discussion leader, you are responsible for synthesizing your knowledge and demonstrating your grasp of the material covered in the article and through the semester up to that point; I expect that you will demonstrate comprehension, analysis, synthesis, and application. You do this by facilitating the discussion in class, not by lecturing to your peers. Feel free to think creatively about how to facilitate the discussion. You have 30-35 minutes for this discussion and 10 minutes for feedback. There will also be additional time for post-presentation discussion.

*The purpose of this assignment is to consider both your own areas of growth in these fields as well as that of your colleagues; to provide constructive feedback to peers (colleagues). Your learning in this course will be enhanced through your involvement in constructing a cogent discussion framework as well as articulating your understanding of the article as a method to engage with your classmates and me in considering a variety of perspectives on the article. Bloom's cognitive process dimensions: apply, analyze, evaluate, create.*

## Article discussion rubric

Note to the presenters' colleagues: This rating system will help you think about the presentation you are hearing. Remember that the rating alone provides little useful information; please jot down comments to contribute to the verbal class feedback.

Criterion	Initial	Proficient	Exemplary
<b>I. CONTENT</b>			
Presenter knowledgeable about the subject	1	2	3
Quality of background and introduction	1	2	3
Presents and/or elicits key ideas and findings clearly	1	2	3
Succinctly articulates conclusions	1	2	3
<i>Analyzes and evaluates</i> the information and clearly lets us know their own stance and what contributes to taking it	1	3	5
Criterion	Initial	Proficient	Exemplary
<b>II PRESENTATION STYLE</b>			
Clarity of speaking/whiteboard style	1	2	3
Rapport with class	1	2	3
Provides effective ways of engaging with the information	1	2	3
Timing and pace of the presentation	1	2	3
Structures a <i>creative</i> way to facilitate the discussion	1	3	5
Organization of discussion, i.e., depth versus breadth	1	3	5
Criterion	Initial	Proficient	Exemplary
<b>III APPLICATION</b>			
Identifies own areas of uncertainty, disagreement, or struggle with the information	1	3	5
Incorporates reading from previous classes or from other courses	1	3	5
<i>Applies</i> the information in the reading to groups not identified in the reading	1	3	5
<i>Applies</i> group theory into analysis of the article	1	3	5

### **Quizzes (5% of weighted course grade)**

You'll have quizzes in Weeks 2-7 based on the Corey textbook. You have a short time for each quiz, and it will be released in Canvas at 13:00 on Mondays. There are no make ups for these quizzes, so be sure to be in class with Canvas ready to go in your search engine. Because absences and tech problems can happen, I will drop the one lowest quiz score and compute your percentage on the remaining scores. Based on your feedback last semester, I'm approaching the grading a little differently. You get one point for each quiz you take, regardless of the score you get on the quiz. This maintains the intention I have for the quizzes, which is to serve as a way for you to check your understanding of the material and serve as conversation prompts, while responding to your concern about quizzes and their impact on your grade.

*The purpose of this assignment is to learn about group therapy concepts and theory, and to help you assess how well you understood the readings and identify topic areas that you may want to review in class. Bloom's cognitive process dimensions: remember, understand, apply.*

### **Reflection forms (40 points for observation reflection form: 10% of weighted course grade; 50 points for co-facilitation reflection form: 15% of weighted course grade)**

During the semester you will serve as a process observer one week and a group co-facilitator the following week. After your both your observation and co-facilitation experiences, you'll complete a form

based on your role that week which gives you a chance to apply what you've learned to your experience observing or co-facilitating the group, as well as to identify professional behavior changes.

*The purpose of this assignment is to consolidate and demonstrate your understanding of group concepts, terms, tasks, and development. Bloom's cognitive process dimensions: understand, apply, analyze, evaluate, create.*

Observation reflection form rubric  
(There are no "in-between" point possibilities)

Criterion	Initial	Emerging	Proficient	Exemplary
<b>Overall quality</b>	1 Poor organization or presentation of ideas impedes my ability to understand the overall paper. Information is not supplied to support the purpose of the paper. The paper is disjointed, without flow or clear conclusion.	3 Ideas generally not well organized or logically presented; my ability to follow your critical thinking is hampered. Some information is provided to support the purpose of the paper. I have to extrapolate information in order to attempt to understand the flow of the paper.	4 Ideas generally organized and logically presented Most information is provided to support the purpose of the paper. The organization of the main points and ideas generally flow well.	5 Your ideas are very well organized and logically presented. All information is included to support the purpose of the paper. The flow is smooth and leads me to clear conclusions.
<b>Grammar and mechanics</b>	1 Did not use APA writing style; there are six or more punctuation or capitalization errors. You frequently use incorrect word choices. You rarely use the first-person voice.	3 You attempted to use APA writing style; there are 4-5 punctuation or capitalization errors. Occasionally use correct word choices. Sometimes you use the first-person voice.	4 Generally consistent and appropriate APA writing style; there are 2-3 punctuation or capitalization errors. You usually use correct word choices. You generally stay in the first-person voice.	5 You consistently and appropriately use APA writing style, there are no grammatical errors, there are no spelling errors. Consistently use correct word choices. You maintain writing in the first-person voice.
<b>Understand and apply group theory</b>	2 You don't mention any theories to support your observations.	6 Your writing vaguely identifies a theory to support your observations.	8 Your writing identifies the task and stage theories you observe in the group.	10 You clearly use group task and stage theory to support your viewpoint; you evaluate the efficacy of the theory (how does it help you understand the process of the group).
<b>Reflect on personal reactions</b>	2 No reflection on personal reaction to what you observed.	6 Minimum delineation of personal reaction.	8 Good awareness of impact on personal reactions.	10 Excellent self-reflection on impact of your observation and awareness of how it affects your professional behavior.
<b>Integrate professional and personal understanding to create a development plan</b>	2 No integration provided.	6 Minimum integration without application.	8 Good integration with a generic approach to addressing professional behavior.	10 You integrated your understanding to create a specific plan on how you will approach your co-facilitation next week.

Co-facilitation reflection form rubric  
(There are no “in-between” point possibilities)

Criterion	Initial	Emerging	Proficient	Exemplary
<b>Overall quality</b>	<p style="text-align: center;">1</p> <p>Poor organization or presentation of ideas impedes my ability to understand the overall paper.</p> <p>Information is not supplied to support the purpose of the paper.</p> <p>The paper is disjointed, without flow or clear conclusion.</p>	<p style="text-align: center;">3</p> <p>Ideas generally not well organized or logically presented; my ability to follow your critical thinking is hampered.</p> <p>Some information is provided to support the purpose of the paper.</p> <p>I have to extrapolate information in order to attempt to understand the flow of the paper.</p>	<p style="text-align: center;">4</p> <p>Ideas generally organized and logically presented</p> <p>Most information is provided to support the purpose of the paper.</p> <p>The organization of the main points and ideas generally flow well.</p>	<p style="text-align: center;">5</p> <p>Your ideas are very well organized and logically presented.</p> <p>All information is included to support the purpose of the paper.</p> <p>The flow is smooth and leads me to clear conclusions.</p>
<b>Grammar and mechanics</b>	<p style="text-align: center;">1</p> <p>Did not use APA writing style; there are six or more punctuation or capitalization errors.</p> <p>You frequently use incorrect word choices.</p> <p>You rarely use the first-person voice.</p>	<p style="text-align: center;">3</p> <p>You attempted to use APA writing style; there are 4-5 punctuation or capitalization errors.</p> <p>Occasionally use correct word choices.</p> <p>Sometimes you use the first-person voice.</p>	<p style="text-align: center;">4</p> <p>Generally consistent and appropriate APA writing style, there are 2-3 punctuation or capitalization errors.</p> <p>You usually use correct word choices.</p> <p>You generally stay in the first-person voice.</p>	<p style="text-align: center;">5</p> <p>You consistently and appropriately use APA writing style, there are no grammatical errors, there are no spelling errors.</p> <p>Consistently use correct word choices.</p> <p>You maintain writing in the first-person voice.</p>
<b>Understand and apply group theory</b>	<p style="text-align: center;">2</p> <p>You don't mention any theories to support your facilitation choices.</p>	<p style="text-align: center;">6</p> <p>Your writing vaguely identifies a theory to support your facilitation choices.</p>	<p style="text-align: center;">8</p> <p>Your writing identifies the task and stage theories you observe in the group that influences your facilitation choices.</p>	<p style="text-align: center;">10</p> <p>You clearly use group task and stage theory to support your facilitation choices; you evaluate the efficacy of the theory (how does it help you understand the process of the group).</p>
<b>Reflect on personal reactions</b>	<p style="text-align: center;">2</p> <p>No reflection on personal reaction to what you observed.</p>	<p style="text-align: center;">6</p> <p>Minimum delineation of personal reaction.</p>	<p style="text-align: center;">8</p> <p>Good awareness of impact on personal reactions.</p>	<p style="text-align: center;">10</p> <p>Excellent self-reflection on impact of your observation and awareness of how it affects your professional behavior.</p>

Criterion	Initial	Emerging	Proficient	Exemplary
<b>Analyze your different roles</b>	2 No analysis of the differences between being a member, an observer, and a co-facilitator of the group.	6 Minimum integration without application.	8 Good integration with a generic approach to addressing professional behavior.	10 You integrated your understanding and analysis to inform how you might change your role behavior in future group settings.
<b>Analyze and evaluate your work</b>	2 No or minimal identification of strengths and areas of growth.	6 A general listing of strengths and areas of growth.	8 Your areas of strengths and growth are well-defined with some analysis and evaluation.	10 You clearly evaluate strengths and areas of growth and have analyzed them to create a specific plan on how to change your next facilitation opportunity.

**Midterm exam (45 points; 10% of grade)**

You a multiple choice exam in this course. This exam will consist of 40% items used in the weekly quizzes, and 60% new items.

*The purpose of this exam is to help you assess how well you understood the readings and to identify topic areas that you may want to review in class. Bloom's cognitive process dimensions: remember, understand, apply.*

**Literature review (80 points; 20% of weighted course grade)**

You'll produce a literature review to support your psychoeducational group proposal that is due at the end of the semester. This is similar to the research proposal assignment you had last year with Dr. Lillis; you'll see similarities in the scoring rubric because I based mine on his work.

This review is more extensive than the one you'll put in the group proposal. Often, we end up gathering more information than we finally use in our papers, proposals, and grants. Identify seven to ten articles to review for your proposal. Be sure to provide a thoughtful analysis of the articles which includes how they contribute to your understanding of the purpose and design of the group.

You'll submit a penultimate draft of your review to your editing team and me, and two weeks later return your edits to the same group. Here are the editing teams; you are responsible for editing your three team members' papers.

Team A	Team B
Student 1	Student 2
Student 3	Student 4
Student 5	Student 6
Student 7	Student 8

*The purpose of this assignment is to give you the opportunity to review and evaluate the literature and identify evidence-based findings you can apply to the interventions in your psychoeducational group proposal. Bloom's cognitive process dimensions: apply, analyze, and evaluate.*

Literature review scoring rubric  
(There are no "in-between" point possibilities)

Criterion	Initial	Emerging	Proficient	Exemplary
<b>Overall quality</b>	2 Poor organization or presentation of ideas interferes with my ability to understand the overall paper. Information is not supplied to support the purpose of the paper. The paper is disjointed, without flow or clear conclusion.	6 Ideas are generally not well organized or logically presented. Some information provided to support the purpose of the paper. I have to extrapolate information in order to understand the flow of the paper.	8 Ideas generally organized or logically presented. Most information provided to support the purpose of the paper. The organization of the main points and ideas generally flows well.	10 Your ideas are well organized and logically presented. All information is included to support the purpose of the paper. The flow is smooth and leads me to clear conclusions.
<b>Structure</b>	2 You haphazardly arranged the information. The content is not relevant. The organization, transitions, and conclusion are not clear or appropriate.	6 The information is somewhat diffuse and loosely arranged. The content is marginally relevant; does not evidence depth or complexity. The organization, transitions, and conclusion generally lack clarity and/or appropriateness.	8 You provide generally clear and concise information. The content is generally relevant to the purpose of the paper, but slightly lacking in depth or complexity. The organization, transitions, and conclusion are generally clear and appropriate.	10 The paper is written in a clear and concise manner with a strong arrangement and discussion of ideas. The content is very relevant to the purpose of the paper, showing both depth and complexity. The review goes from general to specific; transitions relate the sections.
<b>Grammar and mechanics</b>	2 You did not use APA writing style; there are six or more punctuation or capitalization errors. Your word choices are frequently incorrect. You rarely use the first-person voice.	6 You attempted to use APA writing style; there are 4-5 punctuation or capitalization errors. You occasionally use correct word choices. Sometimes you use the first-person voice.	8 Generally consistent and appropriate APA writing style, there are 2-3 punctuation or capitalization errors. You usually use correct word choices. You generally stay in the first-person voice.	10 You consistently and appropriately use APA writing style, there are no grammatical errors, there are no spelling errors. You consistently use correct word choices. You maintain writing in the first-person voice.
<b>Problem statement</b>	2 No rationale to support this review.	6 The problem is stated with very little rationale for the need of a group.	8 The problem is stated with some understanding of how a literature review can inform the development of a group to address it.	10 The problem is succinctly and clearly stated, and the need for a literature review upon which to design a group is well supported.

Criterion	Initial	Emerging	Proficient	Exemplary
<b>Evaluate the literature</b>	4 Lacks sufficient research sources to support central problem and/or, if included, are generally not relevant, accurate, or reliable.	12 Provides some evidence to support the central problem with only a few research sources. Some sources may be not relevant, accurate, or reliable	16 Provides essential, accurate evidence to support the central position with mostly relevant, accurate, and reliable source.	20 Provides compelling and accurate evidence to support in-depth the central position beyond acceptable expectations. Flow is logical and entirely rational.
<b>Analyze and synthesize your findings</b>	4 You did not attempt to synthesize the information or discuss the problem in the broader context of the scholarly literature.	12 Your synthesis was present, yet not well-applied to the problem.	16 A general analysis and synthesis presented; you demonstrated some insight into the problem.	20 Clear analysis and synthesis presented; you demonstrated insight and application into the problem: your conclusions are strongly supported.

***Psychoeducational group intervention (Proposal: 55 points; 25% of weighted course grade; Presentation: 80 points; 15% of weighted course grade).***

You will develop a group aimed at treating a disorder or population of your choice; the group will be time-limited, consisting of 8-10 sessions. A review of the current primary literature (the past ten years) should support the use of your chosen group type with the specific population you are choosing. You must include (and incorporate into your paper) a reference list of 4-8 articles which show research support for your proposal. These references must be from scholarly journals or other primary sources (not your textbooks). The paper should follow correct format for APA Style and be 8-15 pages length. Be sure to review “Association for Specialists in Group Work (ASGW) Guiding Principles for Group Work” for this proposal: <https://asgw.org/wp-content/uploads/2021/07/ASGW-Guiding-Principles-May-2021.pdf> Please use the following format to write your paper.

Guidelines for writing a proposal for a group. (Adapted from Ryan, 2005)

A clear and convincing proposal is often essential for translating a good idea for a group into actual practice. If you are going to create a group under the auspices of your supervisors or an agency, you will probably have to explain your rationale and proposed methods. It is useful to write out your proposal, for doing so can help you conceptualize your goals, procedures, and strategies for evaluation.

The following guidelines provide you with some direction in designing a group. To gain practice in developing, writing, and presenting a proposal, think of a group that you would eventually like to organize. Once you have decided on a particular type of group (for example, a group for LGBT parents who want to learn better child-rearing skills, or a group for Middle Eastern women acculturating to the U.S.), consider the following questions in drafting your proposal. These questions are just starting points for your writing, which should be much more specific in each section.

Group description

1. What type of psychoeducational group will you create? How many sessions? For whom is the group intended? Is it for a particular population, such as children in an elementary school? for outpatients in a community mental-health center? for substance abusers in a residential setting? for parents who are having major problems in relating to their children? for couples who hope to learn better communication skills?

## Rationale

2. What are your goals for this group; that is, what will members gain from participating in the group? What are the short-term goals? Long-term goals? Are the goals and objectives specific? How will these goals be accomplished in a group setting? How will the long-range goals be evaluated during the course of the group and once it comes to an end?
3. Why is there a need for such a group? In what ways would a group provide definite advantages over individual counseling?
4. What is the research support for this project? Do you have a clear and convincing rationale for your group? Are you able to answer questions that might be raised (Include your summary of relevant literature here)?

## Group leaders

5. Who will lead the group? What are his or her qualifications? If you will be leading the group, will you be doing so alone, or will you be working with a co-leader?
6. If working with a co-leader, describe how you plan to handle the division of responsibilities/roles/etc. between leaders.

## Selection of members

7. What are some of the ways in which you will announce your group and recruit members for it? Where will you get members? What will you want to convey in any written announcements? You will need to create and attach to your paper an actual flyer type advertisement for your group.
8. What kind of screening and selection procedures will be used? What is the rationale for using these particular procedures? Whom will you include, and whom might you exclude?
9. How many members will be in the group? Where will the group meet? How often will it meet? How long will each meeting last? Will new people be allowed to join the group once it has started (will it be closed or open)?

## Structure of the group

10. What structure will the group have? Will leaders use a particular theoretical orientation? Explain in detail how your theoretical orientation will be demonstrated through the types of activities or approaches in this group. Will it be designed around special topics and issues? Will there be a "here and now" focus? What topics are likely to be the focus of the group? A brief description (1-2 paragraphs) of the focus of each session of the group should be included.
11. How will members be prepared to derive the maximum benefit from the group? What ground rules will the group have?
12. Will you ask members to formulate contracts as a basis for structuring the sessions? What are some advantages and disadvantages of using contracts for your particular group?
13. How will you handle the fact that people will be taking some risks by participating in the group? What will you tell them about these risks, and what will you do to safeguard them from unnecessary risks? Will you take any special precautions with minors?
14. Will your group be voluntary or mandatory? If the members are required to attend, what measures are you taking to increase the chances of gaining their cooperation? How might you deal with the resistance of members who did not want to participate?
15. What specific ethical considerations may need to be addressed in your group? Does your proposal reflect an awareness of ethical practice? What ethical guidelines will you follow?
16. What specific cultural considerations are reflected in your group? Does your proposal demonstrate cultural humility and scholarship on multiculturalism and social justice?



17. What techniques and procedures might you employ in the group? Will there be structured exercises? Will you emphasize role-playing? Will members be expected to practice new skills outside of the group sessions?
18. To what extent will you be available for individual consultation with group members? If the members are having difficulties resulting from the group, are you willing to meet with them privately, or do you expect them to bring up these problems in the group? When might you suggest a referral for a particular member?

**Evaluation**

19. What evaluation procedures do you plan? Will you evaluate each session? Why or why not? If so, how? Once the group ends, what methods might you use to assess the overall effectiveness of the group?
20. What follow-up procedures might you use? Will you meet each member privately to discuss the degree to which he or she has met personal goals? Will you meet with the group as a whole one or more times for evaluation purposes?

*The purpose of this assignment is to be able to demonstrate your knowledge of group theory and group development. Bloom's cognitive process dimensions: understand, apply, analyze, evaluate, create.*

**Psychoeducational group intervention paper rubric  
 (There are no "in-between" point possibilities)**

<b>Criterion</b>	<b>Initial</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Overall quality</b>	1 Poor organization or presentation of ideas interferes with my ability to understand the overall paper. Information is not supplied to support the purpose of the paper. The paper is disjointed, without flow or clear conclusion.	3 Ideas are generally not well organized or logically presented. Some information provided to support the purpose of the paper. I have to extrapolate information in order to understand the flow of the paper.	4 Ideas generally organized or logically presented. Most information provided to support the purpose of the paper. The organization of the main points and ideas generally flows well.	5 Your ideas are well organized and logically presented. All information is included to support the purpose of the paper. The flow is smooth and leads me to clear conclusions.
<b>Structure</b>	1 You haphazardly arrange the information. The content is not relevant. The organization, transitions, and conclusion are not clear or appropriate.	3 The information is somewhat diffuse and loosely arranged. The content is marginally relevant; does not evidence depth or complexity. The organization, transitions, and conclusion generally lack clarity and/or appropriateness.	4 You provide generally clear and concise information. The content is generally relevant to the purpose of the paper, but slightly lacking in depth or complexity. The organization, transitions, and conclusion are generally clear and appropriate.	5 The paper is written in a clear and concise manner with a strong arrangement and discussion of ideas. The content is very relevant to the purpose of the paper, showing both depth and complexity. The organization, transitions, and conclusion are very clear and appropriate.

<b>Criterion</b>	<b>Initial</b>	<b>Emerging</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Grammar and mechanics</b>	1 Did not use APA writing style; there are six or more punctuation or capitalization errors. You frequently use incorrect word choices. Rarely use first-person voice.	3 You attempted to use APA writing style; there are 4-5 punctuation or capitalization errors. Occasionally use correct word choices. Sometimes you use first-person voice.	4 Generally consistent and appropriate APA writing style, there are 2-3 punctuation or capitalization errors. You usually use correct word choices. Generally stay in first-person voice.	5 You consistently and appropriately use APA writing style, there are 0-1 grammatical errors, there are no spelling errors. Consistently use correct word choices. You maintain writing in the first-person voice.
<b>Group description and rationale</b>	2 You don't provide a concise description of the group, nor a reason why it should exist. No mention of goals or the research basis of the group.	6 The information is somewhat diffuse and loosely arranged. The content is marginally relevant; does not evidence depth or complexity. The organization, transitions, and conclusion generally lack clarity and/or appropriateness.	8 The description is generally clear, with a great deal of information about its target group. The goals are specific and measurable.	10 The description is concise and provides a clear way for providers and patients to know for whom the group is designed. The goals are specific, measurable, and supported by research.
<b>Group leaders and selection of members</b>	2 You don't describe the group leadership nor group logistics.	6 Group leadership and roles are vaguely defined. Selection of members and the logistics of the group are superficially noted.	8 Some leadership qualifications and duties are described. The descriptions of logistics vary in their clarity and specificity.	10 The group leadership qualifications and roles are very specific and well-defined. Recruitment, screening, and logistics are clear and well-thought out.
<b>Structure of the group</b>	4 Your attention to the structure of the group is missing or minimally present.	12 You've shown a modicum of thought toward the structure of the group; you haphazardly address less than six of the content areas.	16 You've shown good consideration toward the structure of the group; you generally address 6-8 of the content areas.	20 You've shown very thoughtful engagement to the structure of the group; you fully address all eight of the content areas listed in this section of the syllabus.
<b>Evaluation</b>	2 There are no evaluation measures presented in the proposal.	6 You have a cursory evaluation measure used once in the entire screening and intervention process. There is no link between the evaluation and the goals you have for the group.	8 You provide an evaluation plan that includes at least two measurements. The link between evaluations and goals is moderately established.	10 You clearly present evaluation measures and why you have selected the plans and frequency you've chosen. The measures are directly related to the goals you outline in the rationale section of the proposal.

Psychoeducational group intervention presentation scoring rubric  
(There are no “in-between” point possibilities)

Criterion	Initial		Proficient	
<b>Provided a recruitment flyer</b>	0 No, you did not provide a copy of a recruitment flyer to me and your colleagues.		5 Yes, you provided a copy of a recruitment flyer to me and your colleagues.	
<b>Structure</b>	3 Your ideas seem disjointed and random. It is very difficult to follow your line of reasoning as you talk.  You don't respond to questions; you conduct a monologue.	9 Somewhat organized and logical presentation. Your line of reasoning is somewhat clear as you talk.  You respond to some questions and try to engage students.	12 Generally well-organized and logical. Your line of reasoning is mostly clear as you talk.  You respond to most questions and generally engage students.	15 Your ideas are well organized and logically presented. It is easy to follow your line of reasoning as you talk.  You respond effectively to questions and engage all your peers.
<b>Presentational style</b>	3 Your voice is difficult to hear; modulation and enunciation are poor.  You don't maintain eye contact (as appropriate) and frequently engage in distracting behavior.	9 Your voice is somewhat easy to hear, with minimal modulation and enunciation.  You occasionally maintain eye contact (as appropriate) and very occasionally engage in distracting behavior.	12 Your voice is usually easy to hear, with fairly good modulation and enunciation.  You generally maintain eye contact (as appropriate) and very infrequently engage in distracting behavior.	15 Your voice is easy to hear, with good modulation and clear enunciation.  You consistently maintain eye contact (as appropriate) and do not engage in distracting behavior.
<b>Use of visuals</b>	3 Poor use of white board; handwriting is nearly illegible.  Presentation slides are poorly arranged and hard to read.	9 Mediocre use of white board; handwriting is somewhat legible.  Presentation slides are poorly arranged and hard to read.	12 Good use of white board; handwriting is usually legible.  Presentation slides are poorly arranged and hard to read.	15 Excellent use of the white board; handwriting is easy to read.  Presentation slides are clear, with their use contributing to the clarity of the presentation.
<b>Presentation of the proposal</b>	6 You don't give your audience a good sense of the group intervention you've designed.	18 The proposal areas are somewhat addressed; some are missing during the presentation.	24 Most areas of the proposal are presented thoughtfully.	30 You incorporate all six areas of the proposal into an engaging a cohesive whole.

# University and College policies

## ACADEMIC DISHONESTY

Academic integrity misconduct includes cheating, plagiarism, and violations of the *Ethical Principles of Psychologists and Code of Conduct*. For details on actions that are prohibited during this course, please refer to the Student Rights and Responsibilities and Code of Conduct Handbook under Section 2: Academic Conduct.

## BEHAVIORAL EXPECTATIONS

You may fail the course by reason of difficulty in demonstrating professional behaviors or meeting the requirements of the class, such as timely completion of assignments, attendance, or for violations of ethical and professional standards of care. Demonstration of professional behavior (professionalism) includes following the APA Ethical Principles for Psychologists and Code of Conduct; adhering to school guidelines as listed in the Student Handbook, and complying with other directives from the CNU administration. In addition, professionalism includes respectful and responsible speech and actions, communicating directly should issues or problems arise, and maintaining professional boundaries, such as the confidentiality of patients and the privacy of classmates.

## COPYRIGHT NOTICE

Class meetings and course materials, including instructions, presentations, assessments, content outlines, and similar materials are the intellectual property of the course instructor and protected by legal copyright. You may take notes and make copies of course materials for your own personal use. You may not, nor may you allow others to, distribute lecture notes and course materials publicly whether or not a fee is charged without the express written consent of the instructor. Similarly, you own the copyright in any work products that you create for this course. If we are interested in sharing your work with others, we will ask for your written permission to do so. Copyright violations will result in academic consequences and/or civil penalties under State and Federal law: [www.copyright.gov/title17](http://www.copyright.gov/title17)

## GRADING

The College of Psychology uses the following rubric when determining which letter grades are awarded on assignments and in courses. Students can carry no more than two courses in need of remediation at any given time. Courses may only be repeated once. All remediation must be successfully completed before internship. There is no rounding of points. This table applies to all academic and didactic courses in the PsyD program:

Percentage score in the course	Letter grade in the course	Grade points
89.50-100%	A	4.0
79.50-89.49%	B	3.0
69.50-79.49%	Y/C	2.0
59.50-69.49%	D	1.0
0.00-59.49%	F	0.0

**Y: Must Remediate** - This designation on the transcript is a preliminary, non-permanent notation indicating that the student has not reached the minimal level of achievement regarding discipline-specific knowledge or profession-wide competencies. Students have two options for removing a Y from their transcript:

1. Retake the course
2. Complete a remediation assignment with a score of 80% or better.

All Y grades must be successfully remediated prior to internship. Remediation assignments are based on, and equivalent to, the material and assignments required in the class. The form of this assignment is left to the discretion of the professor (e.g. comprehensive exam, research paper, presentation). Remediation assignments may be repeated as many times as needed until internship. If a student successfully completes a remediation assignment with a grade of 80% or better, the Y becomes a B on the transcript with an asterisk indicating that the new grade is a change from the initial performance. The new grade will be used to calculate the GPA.

If a student elects to repeat the course in which the Y was received, then the new course grade of A or B is placed on transcript and used in calculating the GPA. An asterisk is placed next to the new grade indicating that the current grade reflects a change from the initial performance.

**D or F: Must Remediate** - These grades indicate that students did not obtain the discipline-specific knowledge or profession-wide competencies required to meet the minimal level of achievement and are required to repeat the course in its entirety. Repeating courses may extend the student's expected graduation date and may have financial implications. Students considering repeating a course are encouraged to discuss their decision with the CNU Financial Aid Office.

If a student successfully retakes a course in which a D or F was received with a final course percentage of 79.50% or better, then the new course grade is placed on the transcript and used in calculating GPA. An asterisk is placed next to the new grade indicating that the current grade reflects a change from the initial performance.

**I** - An incomplete on the transcript is a preliminary, non-permanent notation indicating that work in the course was satisfactory but not completed by the time grades were due. The course with the incomplete grade must be completed successfully in the time frame as defined by the student's Academic Advisor.

**W** - With the written permission of the instructor, it is possible to withdraw from a course until the last day of class in each semester. There is no penalty for withdrawal, however, there is no refund for tuition for courses from which a student has withdrawn for any reason. The course will appear on the student's transcript with the grade of W which stands for Withdrawal. Unless on an approved leave of absence, the student must retake the class within one academic year. Students may only receive one W for any given course.

## GRADE APPEAL

If a student is not satisfied with a grade received or an academic evaluation, they should first approach the professor with their concerns. It is the policy of the College of Psychology that disagreements should be handled at the lowest level possible.

A student may file an appeal if there is continued disagreement regarding their academic performance. The appeal must be submitted within 10 business days of the online grade posting or receipt of the evaluation. The appeal must be in writing and submitted to the Assistant Dean of Academics or their representative. The Assistant Dean will respond to the appeal in writing within 10 business days of receipt.

If the appeal is not resolved to the student's liking, it can be resubmitted within two business days of receipt of the response from the Assistant Dean of Academics to the Dean of the College who will render a decision within 10 business days. The Dean's decision is final.

A record of the final decision concerning the appeal will be kept on file in the Office of Academic Affairs.

## ACADEMIC ALERT

An academic alert is designed to allow instructors to refer a student for academic support at any point during the semester, based on the assessment of the student's performance. If a student's cumulative score in a course drops below 80%, they will be placed on academic alert. The professor for the course will notify the student via email. All academic alert emails should also be cc'd to the student's academic advisor and the Assistant Dean of Academic Affairs (or a representative). Students receiving an academic alert are encouraged to meet with their professor to devise a plan for academic support. Alert notifications are kept on file.

## ACADEMIC PROBATION

Academic probation begins when a student has an aggregate (final) score below 80% in a course. They are considered to have not met the minimum learning objectives regarding discipline-specific knowledge or profession-wide competencies. Students may only have two such courses on their transcript at any given time. If a student has more than two classes requiring remediation at any given time on their transcript, they will be recommended for dismissal from the program.

Students resolve academic probation via the remediation process described in the section on *Y: Must Remediate* above.

Academic probation formally begins when written notification is given to the student by their Academic Advisor through the Probation Plan form. The Academic Advisor has one week after semester grades are finalized to produce a Probation Plan for the student. A copy of the form is also submitted to the Office of Academics. Once students have fulfilled the conditions of the Probation Plan, they will be removed from probation.

A student may be terminated from the program if they fail to meet the conditions detailed in the Probation Plan, if they are acting in a manner that violates the ethical and professional standards of the APA as determined by faculty vote, if they fail to return from a leave of absence by the date specified, or if their academic or professional actions have created a situation for which a warning or probation is inappropriate or impossible.

For procedures related to dismissal from the PsyD program, please refer to the College of Psychology Student Rights and Responsibilities and Code of Conduct document.

Unless given written approval by the Dean, a student must complete the program within seven years (84 calendar months) from the time they initially registered and attended their first course in the PsyD program.

## GRADING EXPECTATIONS

You can expect me to grade your assignments within two weeks of submission. If you have not received your grade after that time, please contact me and let me know.

## EXCUSED ABSENCES

The College of Psychology recognizes that circumstances may cause a student to miss an occasional class. A student may request an excused absence for the following circumstances (verification is always required if the absence is more than one day, or if the absence included any exams or in-class graded assignments):

- medical (self or immediate family)
- military duty
- immigration or naturalization
- emergency
- jury duty or legal/court-mandated appearance
- bereavement (immediate family)
- professional conference (requires verification of academic standing)
- involvement in traffic accident documented by a law enforcement report

A student seeking an excused absence should submit any required verification to their course instructor, who will determine if the absence is excused or unexcused according to policy.

Students who know they will miss more than one week of classes should complete the *Extended Absence Request Form*.

Students who know they will miss more than two class meetings but less than 30% of the course should request an extended absence. For questions regarding extended absences, leaves of absence, returning from leave, and withdrawing from the college/university, please see the appropriate sections of the Student Handbook and General Catalogue.

## ACCOMMODATIONS

If you need disability-related accommodations in this course, please contact your instructors privately, and ideally before the first class. Please note that accommodations are never provided retroactively. Thus, to ensure effective implementation, all accommodations must be requested in a timely manner (at least within the first two weeks of the semester). You will need to contact the Office of Student Affairs and Admissions and bring each professor a letter from that office indicating the accommodations required for your support.

## TECHNOLOGY REQUIREMENTS

All courses in the College of Psychology require that a student have access to a word processing program and a reliable internet connection. Depending on the assignments, a student may also need a presentation program such as PowerPoint or Prezi.

## PRIVACY

Any personal information shared with the class/instructor is private, within the limits defined by the Code of Ethics and state laws and guidelines. The faculty and deans do communicate with each other about student performance in order to effectively collaborate in response to any problems or strengths demonstrated by students.

## FERPA

The Family Educational Rights and Privacy Act is a federal law that protects the privacy of student education records. It gives students certain controls over the use of their educational records and prevents institutions from disclosing personally identifiable information in education records. These protections extend to the classroom and the professor will not disclose identifiable, student performance information without prior permission from the student.

## HIPAA

The Health Insurance Portability and Accountability Act (HIPAA) requires that any protected health information (PHI) that may identify a patient must be removed to protect confidentiality. Confidentiality applies to patient information in both classroom discussions and written work.

## LIBRARY

Library hours are Monday-Thursday 7:30 am-8:30 pm and Friday 7:30 am-4:30 pm. Students can view physical holdings and access various databases through any internet-connected computer at the following address: [medicine.cnsu.edu/facilities/library-learning-center](http://medicine.cnsu.edu/facilities/library-learning-center). Please use your CNU login and password to access these services. If you have any questions, please address them to the Director of Library and Learning Resources Scott Minor at (916) 686-8363 or [SMinor@cnsu.edu](mailto:SMinor@cnsu.edu).

## COURSE ADD/DROP

Courses in the PsyD program are sequential and progressive in difficulty. Students must take all courses offered each semester. Students may not add or drop required courses during the semester.

## FORMATTING

All papers are to follow the APA format. The expectations regarding assessment report writing will be covered in the first lecture. All out-of-class essays must be typed with no more than one-inch margins. Text can be no larger than twelve-point font and papers must be double spaced.

# My teaching philosophy and approach

## EVIDENCE BASED TEACHING AND COLLABORATIVE LEARNING

I am particularly interested in the pedagogy of health care education and the continued search for the most effective use of students' time and the maximum amount of material to be learned and made useable in professional settings. Before moving to the Sacramento area and joining the faculty at CNU, much of my professional life was spent at the University of California, San Francisco working in the areas of faculty development, medical student education, and interprofessional knowledge and skills acquisition. The impact of this is my utilization of evidence based pedagogy in this course. Curated articles are reviewed by you before each class session, while in-class time is devoted to exercises, projects, or discussions. To put it another way, my role changes from "sage on the stage to guide on the side" (King, 1993).

Traditional lectures often foster passivity and dependency. They typically provide answers rather than questions and create the impression that knowledge can be successfully dumped into learners' heads, like water in a bucket. In a variation of this analogy, many doctoral students feel that during coursework they are trying to take a drink from a fire hose! During uninterrupted lectures, learners are discouraged or prevented from reflecting on or challenging ideas, even internally. Learning takes place within a context that evokes and encourages the learners' questions. While most instructional groups are a blend, groups that are more often collaborative can create a fertile grounds in which learning can grow; this collaborative spirit is a hallmark of interprofessional medical home teams, so the mechanics of this class will stand you in good stead as a clinician involved with the integrated health care system. In this course you are responsible for reading the chapters and articles that are assigned, then bringing in questions, disagreements, revelations, and confusions that arise during your reading. As you can see, reading is an active act of learning rather than a passive information scan.

The goal in this course is for us to work on a collaborative level, not an authoritarian level. Warning: I will not deliver lectures! As you can see, the lecture mode doesn't work well in a learner-centered classroom setting. Those of you who are used to being "lectured at" may find this challenging, and I encourage you to try what may be new to you. For the time to be interesting, stimulating, beneficial, and worth your time and money, before each class you must have thought about the material from the previous class meetings, completed the readings assigned for the week, and formulated questions, disagreements, and other ideas. Be prepared to discuss your personal and professional reactions with me and with your colleagues in class. Both you as student and me as professor share the responsibility for making the seminar relevant and useful to you. All of us in the class teach each other; learning is a community effort.

Using this approach, there is a great reliance on collaborative learning, as you may imagine from the description above. Plan to spend part of some classes working in duos, trios, or quartets; many of you are used to working on an individual level, and this is different for you. A large body of research demonstrates that adult learners learn best when they are actively involved in the process. Regardless of subject matter, students "...working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats" (Davis, 1993). This stance will also help you become a part of health care teams as a health service psychologist.



## MY BACKGROUND

As a sixth-generation Californian born here in the Central Valley, my own clinical training was in safety net public hospitals and clinics in the Mission District in San Francisco, and in Spanish Harlem in Manhattan. It was in those settings that I saw patients negatively impacted by decisions made on the institutional, governmental, and cultural levels...and often without the input of the communities most affected. These large-scale entities would miss (or ignore) how the richness of intersectionality was not reflected in policies, legal decisions, or respect for varieties of cultural expression. I also experienced first-hand how these lapses affected me in my professional as well as personal life as a gay man. At that point in my life—in my mid-20s—I came to this awareness later than many other people (mostly because of my lack of consciousness of my own set of privileges). I was frustrated at not being able to articulate what I thought was wrong, as well as with my lack of skill in how best to respond to patients who experienced these types of inequities. I wanted to understand, and do, more. As I turned 30, I returned to graduate school, earned my PhD in clinical psychology, and completed an internship and post-doc fellowship in health psychology, which is where I began formal classroom teaching.

My first clinical duties were as a volunteer in 1983; I was licensed in California as a marriage and family therapist in 1991 and as a psychologist in 1996. I worked as a clinician both in private practice and in the previously mentioned hospitals and clinics until I closed my practice in 2019 and joined CNU as a full-time professor. Before I started my position here, I taught continuing education and licensing workshops for a variety of schools and national professional organizations. Serving as an adjunct professor at Alliant International University, I facilitated courses in ethics, cultural humility, palliative care, and different clinical skills courses. I also taught for 25 years at the UCSF School of Medicine in courses focused on provider communication skills and a wide variety of psychology-based approaches to heuristics, end-of-life issues, health behavior change, and interprofessional education. My favorite course was *Foundations of Patient Care*, where I worked with fixed-membership small groups of 7-8 students throughout their first three years of medical school. By the time I left UCSF I advanced to clinical professor and was inducted into the Haile T. Debas Academy of Medical Educators. My personal history and my professional path and direction have profoundly affected each other.

I started teaching on the medical wards more than thirty-five years ago when I was in graduate school, and I still find it to be my major source of professional satisfaction. For me, one of the delights of teaching is that I have the privilege of collaborating with apprentices who are dedicated to making a difference in the world. I feel fortunate to be able to spend this time in *Groups* with you, and I look forward to our semester together; **please** schedule a 1:1 conversation when you need or want to do so. Welcome!

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