

Department of Applied Psychology

Graduate School of Applied and Professional Psychology (GSAPP)

Rutgers University

New Brunswick, New Jersey

Introduction to Group Therapy Fall 2025

18:821:547:02 Credits: 3

Mondays 6:15pm Room: Psychology Building A230

Instructor: Steven Sohnle, Psy.D., ABPP

### **Rutgers University Land Acknowledgment:** We acknowledge that the land on which we stand is the ancestral territory of the Lenape People. We pay respect to Indigenous people throughout the Lenape diaspora – past, present, and future – and honor those who have been historically and systemically disenfranchised. We also acknowledge that Rutgers University, like New Jersey and the United States as a nation, was founded upon the exclusions and erasures of Indigenous peoples.

**Rutgers University Mission:** As the premier comprehensive public research university in the state’s system of higher education, Rutgers, The State University of New Jersey, has the threefold mission of:

* providing for the instructional needs of New Jersey’s citizens through its undergraduate, graduate, and continuing education programs;
* conducting the cutting-edge research that contributes to the medical, environmental, social, and cultural well-being of the state, as well as aiding the economy and the state’s businesses and industries; and
* performing public service in support of the needs of the citizens of the state and its local, county, and state governments.

Each component of the university’s mission reinforces and supports the other two.

As the University of New Jersey®, Rutgers is dedicated to teaching that meets the highest standards of excellence, to conducting research that breaks new ground, and to providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.

**GSAPP Mission**: The mission of GSAPP is threefold: education, research/scholarship, and public service. Its goal is to prepare well-educated, qualified, and competent direct-service psychologists who have a special commitment to direct community involvement and to underserved populations--professionals who can integrate scientific knowledge with innovation in the delivery of psychological services to individuals, families, groups, and organizations. Professionals receiving a doctoral degree in psychology should be capable of extending psychological knowledge and exhibiting the high level of analytic skills and theoretical understanding needed to use existing and emerging psychological knowledge.

**Core Values:** We are guided by four core values that are apparent in our learning environment, centers, and clinics:

1. **Academic excellence** in preparing students for careers in clinical and school psychology.
2. Commitment to **social justice** and helping **underserved populations**.
3. **Diversity** of students trained, approaches used, theoretical orientations followed, and populations served.
4. **Knowledge generation and dissemination** using contemporary research approaches.

**Applied Psychology Statement:** The Applied Psychology Department embraces the mission of the school by offering instruction that has an emphasis on civic and global citizenship, social justice, and cultural diversity. Our programs provide students with knowledge needed to understand individual and collective behaviors; develop quantitative and qualitative statistical analysis and research design needed to analyze the corresponding physical and environmental contributors to human behavior; and a beginning understanding of the analysis and treatment of behavior problems and disorders.

Our programs prepare students with the requisite theoretical knowledge; critical thinking and problem-solving skills needed to successfully participate in employment or scholastic activities. Students will have opportunities to pursue scholarly activities that prepares them to successfully compete for admissions into doctoral level psychology and related academic programs and pursue Master level career pathways through available concentration and certificate. In general, students will acquire a knowledge base grounded in psychological theory and experiential learning (research or practicum) designed to further advance their personal and professional career development.

**Course Objectives:**

By the end of the course, students will be able to:

1. Understand major theoretical approaches to group counseling
2. Identify stages of group development and corresponding counselor interventions.
3. Analyze ethical, legal, and cultural issues in group counseling practices.
4. Demonstrate knowledge of group facilitation skills and leadership styles.
5. Have beginner competency with group counseling techniques
6. Develop strategies for handling challenging group dynamics.

**Course Description**:

Through readings, lectures, group exercises, videos, and assignments, students will be introduced to theoretical and practical insights into the functions of groups, stages of group development and therapist interventions, ethical and legal and cultural issues in group counseling, group counseling techniques and leadership styles.

**Readings:**

REQUIRED TEXT: (Referred to as “Corey” in reading assignments below).

Corey, G., Corey, M.S., & Corey, C. (2021). *Groups: Process and Practice*, (10th ed), Cengage Learning

Publisher’s link: [Groups: Process and Practice, 10th Edition - 9781305865709 - Cengage](https://www.cengage.com/c/groups-process-and-practice-10e-corey-corey-corey/9781305865709/)

Alternative source (Amazon.com)

[Amazon.com: Groups: Process and Practice: 9781305865709: Corey, Marianne, Corey, Gerald, Corey, Cindy: Books](https://www.amazon.com/Groups-Practice-Marianne-Schneider-Corey/dp/1305865707/ref%3Dsr_1_1?crid=2OAFG12DF3SA8&dib=eyJ2IjoiMSJ9.23LRMfDF-pww11Rbr_lycQNwuNQG3ZBYsg11g_Fdbl66Y4YOk9NlZzB2OJxop3SowabNE_itSBK9Xcqh-tzmulF1Djk1greh5CSYcdLdgvgarsuH0ntRSD0aou_rHsnVqxkGGzfYQcdFHFYQyZWfrcjE4ycy7aRbR3uda3oQnyrA8pBpf7lKFWhMXTH9gQwAORG1a5jlOR6w2xnXhqdV3CpkjXYW3WPzgtLEvRs0JKY.FUSdUqNnH1QRnD_HVy3zWlqEJsyQgnFtW-CubxyPguY&dib_tag=se&keywords=Groups%3A+Process+and+Practice+%7C+10th+Edition&qid=1757343361&sprefix=groups+process+and+practice+10th+edition%2Caps%2C75&sr=8-1)

RECOMMENDED

(We will discuss topics from this reading but it is not a requirement that you purchase it)

Yalom, I. D., & Leszcz, M. (2020). *The Theory and Practice of Group Psychotherapy* (6th ed.). Basic Books

[Amazon.com: The Theory and Practice of Group Psychotherapy: 9781541617575: Yalom, Irvin D., Leszcz, Molyn: Books](https://www.amazon.com/Theory-Practice-Group-Psychotherapy/dp/1541617576)

**Methods of Evaluation: (100 point system)**

**Class Participation**: **20 points** (earned by evidence of participation, completion of in-class assignments, informative contributions to class, reflection papers as assigned)

**Midterm Paper/Presentation: 40** **points**

**Final Project/Presentation 40 Points**

**Grading:**

|  |  |  |
| --- | --- | --- |
| **A** | **90-100** | **Outstanding** |
| **B+** | **87-89** | **Intermediate Grade** |
| **B** | **80-86** | **Good** |
| **C** | **70-79** | **Does not count towards graduation credits** |
| **F** | **0-69** |  |

**Program requirement:** All students in Applied Psychology courses must achieve a grade of B or better and maintain a GPA of 3.0, or academic remediation will be enforced.

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| --- | --- |
| **Week** | **Lecture Topics** |
| 1 | Introduction to Group Counseling  |
| 2 | History, Types, and Purpose of GroupsReading: Corey Ch.1, 2. |
| 3 | Ethical and Professional IssuesReading: Corey Ch 3. |
| 4 | Group Dynamics and LeadershipReading: TBD |
| 5 | Theories of Group Counseling I Reading: Corey Ch.4 |
| 6 | Theories of Group Counseling IIReading: Corey Ch. 5. |
| 7 | Stages of Group DevelopmentReading: Corey Ch. 6 - 9 |
| 8 | Midterm Presentations |
| 9 | Group Techniques and InterventionsReading: TBD |
| 10 | Diverse PopulationsReading: TBD |
| 11 | Dealing with Difficult Group MembersReading TBD |
| 12 | Experiential Learning Reading: TBD |
| 13 | Leadership SkillsReading: TBD |
| 14 | Evaluation and Termination of GroupsReading: TBD |
| 15 | Final Presentations |

**Additional Course Information:**

1. **Email communication phone access:** Email is the best way to contact me (steven.sohnle@rutgers.edu). Typically, I will respond to your emails within a business day during the workweek. If you did not receive a response within this period, please resend your message. **In cases of emergency only**, students can contact me by phone (908-444-1224). Calls will be returned as soon as possible. In addition, Canvas tools will be used for communication throughout the semester.
2. **Commitment to EDI:** Our diverse identities shape the perspectives we all bring to the classroom. Together, we will work to promote equity, diversity, and inclusion, because EDI principles promote excellence, innovation, and justice. Imperfections in our growth and practice of EDI values are acknowledged, are encouraged to be called in and addressed and reports of abuse will addressed.
3. **Personal disclosures:** It is recommended that you do not discuss personal histories in-depth when discussing thoughts and reactions to the material presented, or do so very thoughtfully. If anyone feels particularly distressed by anything discussed/assigned, I am requesting that you make this known to me. You can call me or contact me by e-mail. If necessary, I can make referrals for further services. However, if personal issues are accidentally revealed, it is expected that members of the class will maintain confidentiality. Regarding supports for your mental health and wellbeing, all students are eligible for services through CAPS (Counseling, ADAP & Psychiatric Services, 848-932-7884).
4. **Reasonable Accommodation:**

 GSAPP is firmly committed to reasonable accommodation of disability-related needs.

 Students entitled to this accommodation are encouraged to request assistance from the

 Office of Disability Services, and to provide the department, and instructors, with

 paperwork and communication from that office. See: <https://ods.rutgers.edu/>

1. **Academic Integrity and Student Code of Conduct:**

 All GSAPP students are responsible for knowing, and conforming to, principles of

 academic integrity, as specified in: <http://academicintegrity.rutgers.edu/academic->

integrity-policy/ and [University Code of Student Conduct | Student Conduct - Division of Student Affairs | Rutgers University-New Brunswick](file:///C%3A%5CUsers%5Cdw585%5CDocuments%5CPsychopathology%202022%5CPsychopathology%20Spring%202023%5CUniversity%20Code%20of%20Student%20Conduct%20%7C%20Student%20Conduct%20-%20Division%20of%20Student%20Affairs%20%7C%20Rutgers%20University-New%20Brunswick)

1. **Writing Assistance:**

 The university provides resources for students who feel they need assistance in improving their writing. It is your responsibility to make use of this help, should you need it. You can contact: Shawn Taylor, Ed.D. College Avenue Learning Center Academic

Building Room 1247 15 Seminary Place 848-932-1662 sktaylor@rutgers.edu

1. **Classroom Etiquette:**

 Please refrain from using electronic devices for non-class related material during class.

1. **Artificial Intelligence:**

The use of artificial intelligence (AI) tools is permitted in preparing assignments for this course. While AI can serve as a valuable tool, students must maintain academic integrity (wee #5 above) and transparency in all work. You are expected to engage in your own critical thinking and analysis and express your own ideas. AI can be a used for tasks such as finding sources of information, developing outlines, or organizing complex topics, but it is not a substitute for assimilation of the material or generating your own ideas and coming to your own conclusions. If you use AI in preparing work for this class, please simply acknowledge it (e.g., “AI was used to develop the outline and summarize the information…”)