

# GCN6040A Group Dynamics & Therapy

SUMMER/2021

MONDAYS/7PM – 9PM EST Online

**COURSE INSTRUCTOR:** Colette Blakely, Ph.D., LCPC  
**CONTACT INFORMATION:** Email: [Colette.Blakely@nyack.edu](mailto:Colette.Blakely@nyack.edu)  
312-203-2158

**COURSE INSTRUCTOR (TA):** Yolanda Martin, Ed.D., LPC  
**CONTACT INFORMATION:** Email: [ymarti20@gmail.com](mailto:ymarti20@gmail.com)  
773-710-2860

**APPOINTMENT INFORMATION:** By appointment only  
Method: Google Meet or Phone

## **REQUIRED TEXTS:**

Yalom, I. D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

Corey, M. S., Corey, G., & Corey, C. (2018). *Groups: Process and Practice* (10th ed). Boston, MA: Cengage Learning

## **SUGGESTED TEXTS:**

Kottler, J. A. (1993). *Advanced Group Leadership*. Pacific Grove, CA: Brooks/Cole.

Homan, M. S. (2004). *Promoting Community Change: Making It Happen in the Real World* (3<sup>rd</sup> Ed.). Pacific Grove, CA: Brooks/Cole.

Kline, W. B. (2003). *Interactive Group Counseling and Therapy*. Upper Saddle River, NJ: Merrill Prentice Hall.

Napier, R. W., & Gershenfeld, M. K. (2004). *Groups: Theory and Experience* (7th Ed.). Boston: Houghton Mifflin Company.

Kottler, J. A., Englar-Carlson, M. (2010). *Learning Group Leadership: An Experiential Approach* (2nd Ed.). Thousand Oaks, CA: Sage.

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## **CATALOG COURSE DESCRIPTION:**

This online group course is an overview of the major theories, issues, and data of the psychology of small groups and group therapy. Topics considered include group communication, leadership, facilitation, decision making, conflict resolution, and focal group counseling.

Participation in group therapy (process group only) outside of class is required at the student's expense. Students need to be prepared to pay for their (10) group therapy sessions as part of the requirements for this class. In addition to attending classes and participating in class discussions, it is expected that students will read the text materials required.

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**You will need to select the Process Group that you wish to join prior to the first week of class per an email sent to you at least four weeks before the start of the class. You will need permission from the professor prior to attending a group. This is to ensure that you are participating in a process/therapy group. Please be informed that AGSC has a policy that you cannot do your internship (when the time comes) at a location/practice where you have received individual or group counseling.**

Students will begin their outside group therapy during the 10 weeks of this course. Students may only join a **process group**. Students will need to sign a **Release of Information** form (located attached to this syllabus). This will allow the professor to verify the number of group therapy sessions attended as well as an assessment of competency to function in the mental health field. The *Release of Information* grants permission to speak to your group therapist regarding your attendance and participation in the Group Counseling Process. A signed release should be posted in Dropbox by the end of the first week of class. Upon completion of all of the required group sessions, submit a completed **Verification of Group Therapy Attendance** form that should be signed by your group therapist and submitted in Dropbox by the end of Week 10. A copy of the *Verification of Group Therapy Attendance* form can be found in the resources folder and is also attached at the end of this syllabus.

**STUDENT LEARNING GOALS:**

This course is housed within the Alliance Graduate School of Counseling and the Department of Mental Health Counseling. This course is overseen by Dr. Antoinette Gines-Rivera, Director, Alliance Graduate School of Counseling, Nyack College, Manhattan Campus.

| Student Learning Goals:  | Assignment* Measuring Goal Attainment:  | Other Alignments |            |
|--|---|------------------|------------|
|  |   | Core / Skill     | Dept / Prg |
| 1. Students will develop an understanding of the Theoretical foundations of group counseling and group work. | Class attendance online, completion of reading, quizzes, weekly journal entries, Watching videos, discussion participation, participation in an outside Counseling group. |                  |            |
| 2. Students will understand the dynamics associated with group process and development.                      | Class attendance online, completion of reading, quizzes, weekly journal entries, Watching videos, discussion participation, participation in an outside Counseling group. |                  |            |
| 3. Students will learn about the therapeutic factors and how they contribute to group effectiveness.         | Class attendance online, completion of reading, quizzes, weekly journal   |                  |            |

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|   | entries, Watching videos, discussion participation, participation in an outside Counseling group.   |  |  |
| 4. Students will develop an understanding of the characteristics and functions of effective group leaders.                                  | Class attendance online, completion of reading, quizzes, weekly journal entries, Watching videos, discussion participation, participation in an outside Counseling group. |  |  |
| 5. Students will learn the approaches to group formation, including recruiting, screening, and selecting members.                           | Class attendance online, completion of reading, quizzes, weekly journal entries, Watching videos, discussion participation, participation in an outside Counseling group. |  |  |
| 6. Students will develop an understanding of the Theoretical foundations of group counseling and group work.                                | Class attendance online, completion of reading, quizzes, weekly journal entries, Watching videos, discussion participation, participation in an outside Counseling group. |  |  |
| 7. Students will develop an understanding of the types of groups and other considerations that affect conducting groups in varied settings. | Class attendance online, completion of reading, quizzes, weekly journal entries, Watching videos, discussion participation, participation in an outside Counseling group. |  |  |
| 8. Students will develop an understanding of the ethical and culturally relevant  | Class attendance online, completion of reading, quizzes,  |  |  |

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| strategies for designing and facilitating groups.   | weekly journal entries, Watching videos, discussion participation, participation in an outside Counseling group. |  |  |
| <p>The above student learning goals are aligned with the institutional core academic goals and skills and the department's and/or program's goals stated in the college catalog (<a href="https://www.nyack.edu/site/nyack-catalog/">https://www.nyack.edu/site/nyack-catalog/</a>). Attainment of goals is evaluated by the identified assignments.</p> <p>*Assessments primarily serve as measures of individual student growth and goal attainment. Secondly, samples of student work and/or evaluations of student work may be used by the School/Department and Institution for improving student learning and as evidence of program effectiveness. Care will be taken to protect student identity.</p> |  |  |  |

**ASSIGNMENT DESCRIPTIONS:**

**1. Participation and Attendance:**

Major methods of learning in this class are lecture, discussion, and practicing couple and family interventions and techniques. There will be five (5) two-hour synchronous meetings on Mondays (7:00 – 9:00 p.m. EST). Before the synchronous meetings, video lectures, PowerPoints, assignments, and/or chapter reading must be reviewed and completed, by 5:59 pm. The time together will be used for discussion, presentations, small group exercises, etc. Therefore, everyone's attendance and participation are necessary. **One excused absence** (please send an email to the Instructor before class on the reasons for the absence) during the course will be permitted (there will, however, be a loss of points). The **second absence** will constitute excessive absences and will affect your grade significantly.

**2. Discussion Questions**

The purpose of the discussion questions is for students to have an intelligent dialog with their fellow classmates; you will post your response to the discussion question and incorporate the chapters' content or video content into your answers to demonstrate that you are learning the material. Your post should display significant importance, value, validity, coherence and independence of thought. Your response posts will add depth and breadth to the discussion. Posts will include proper grammar and spelling. They will directly address the question and will not "go off on a tangent." Posts begin by addressing the class and end with your name.

Discussion board questions are posted under the banner "Discussion Board" within the lessons tab. You are responsible for submitting nine required discussion board posts during the semester. You are also required to reply to one discussion board post during the assigned week. For example, during week 1 create a post that will answer a question that is posed for that week's discussion forum. You will then read and respond to one post made by a classmate. Please note that you will not be able to see posts made by your classmates until you have first responded to the question posed for that week's discussion. This will ensure that each student will think critically about the question at hand and provide a unique point of view for their comment/post.

Guidelines for each post and reply: Your original response/comment should consist of 150-200 words. A reply to your classmate should also consist of 150-200 words. Your response to the discussion question and your reply to a classmate should be both thoughtful and substantive. Note that your replies cannot simply say "I like that", "I agree", "that's interesting" and other similar remarks. Instead, you must give a rationale for such statements or provide other substantive responses that contribute to the dialogue between you and your classmate. Your original response to the question should be posted by **Thursday, 11:59 pm (EST)**. You will then be required to

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reply to a fellow classmate (one post). That response must be posted to the discussion board by **Monday, 5:59 pm (EST)**. Your writing should be accurate and precise, free of grammatical errors. All citations/references made should conform to APA 6th edition format. Keep in mind that the purpose of the discussion board is to cultivate critical thinking skills and the practice of scholarly writing and engagement with your peers. Three (3) of the nine (9) original posts should be video posts where the student is required to reply to the discussion question. The video should be at least 2-3 minutes long. Video replies are required when you are responding to a video post and written replies are required when responding to a written post.

**3. Weekly Online Quizzes**

Weekly open book quizzes will come from the required reading for each week. There will be 7 quizzes in total (as per the course calendar). There will be 20 multiple choice questions on each quiz, and students will have 50 minutes to complete the quiz.

**USE THE FIRE FOX WEB BROWSER FOR TAKING YOUR QUIZ.** Other web browsers (i.e., Internet Explorer and Chrome are known to kick students out of tests before completing the test, or have timing errors). You can download FireFox from this website: <https://www.mozilla.org/en-US/firefox/new/>

**4. Group Process Journal**

Your *Group Process Journal* should reflect your perceptions of the group's work and the group members' interactions. At the end of each group session, create an entry in a Word document that will serve as a journal. Because you will attend 8 group sessions, you should have 1 page in your journal for each session, for a total of at least 8 pages in your journal. Each group process journal entry should address your interpersonal and intrapersonal learning including:

- a. Your perception of the group process and group leadership
- b. Observations and integration of theoretical concepts with your group experience
- c. Personal and professional learning and insight

Be sure to provide specific examples, which reflect your understanding of the group process (i.e., group stage, group dynamics, leadership style, member characteristics (for example: quiet vs. dominating), specific techniques used by leader, summary and closure).

A journal entry should be about 1 page in length. The information from your journals will serve as both a springboard and reminder of what took place in the group as you work on your Group Reflection Paper.

Your complete journal will be posted at the end of Week 10. The journal does not have to be in APA format and can be a free-flowing document. Please make sure that each journal entry reflects the date you participated in group.

**5. Group Proposal**

Write a proposal for a group that you would like to create and run in the community or in your church. This proposal should be practical and one that you can actually use in the future if you decide to begin a group in the future, including at an internship site.

Your group proposal should include the following:

1. Purpose and goals of the group
2. Structure of the group (open or closed; time limited – if time limited, how many sessions and why? If on-going, why?)

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3. Type of group (support group; therapy group; smoking cessation group; substance abuse group, etc.)
4. Size of group and targeted population? State your rationale for both. (targeted number of participants and why; homogeneous or heterogeneous; children; adolescents; married couple; males only; females only, or coed...)
5. It is important to have an understanding about the targeted population for your group. You should have some knowledge concerning the issues you might encounter when working with said population. Describe issues/what you should be aware of when working with the targeted population.
6. Length of each group session (how many minutes per session and why?)
7. Location of the group and why
8. Ethical and legal considerations
9. Multicultural awareness
10. Co-leadership or not & why, please include qualifications of the co-leader(s)
11. How you will promote/market your group (i.e. obtaining agency sanction; obtaining supervisor and peer support; publicity; word of mouth...)
12. Evaluation process (i.e. – how will you know that the group is effective and has accomplished its purpose?)
13. Summary Paragraph
14. Include a flyer that would be appropriate for your target population, to promote your group

**NOTE: Week 5-Synchronous Meeting**

Be prepared to share your Group Proposal 8-10 minutes; suggested outline below.  
(slides are suggested--limited 4)

*Group Proposal*

- *Introduction*
- *Components*
- *Considerations*
- *One Lesson*

**6. Group Reflection Paper**

You are to write a **personal reaction** paper about being a member of a therapy group.

- The body of the paper is to be 5-6 pages (You must include cover page, abstract page and reference page and they do not count as part of the page requirement; each paper that has less than 5 pages of body will receive a 10 point deduction for each page that is less than the required 5 pages minimum).
- APA 6th edition format.
- Please feel free to be open and frank in what you write
- When writing about group members, you can use initials or pseudonyms to protect the anonymity of each member.
- Write in third person per APA standard.

Please make sure to address each point thoroughly, *in the following order*:

1. In the introductory paragraph, indicate why you are attending group therapy. Describe, *briefly*, what this group is composed of – all students from AGSC, or an on-going therapy group. Include *basic* demographics (your best guess) of each member (Age, gender, ethnicity, marital status, profession, past experience with group).

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2. Discuss five (5) expectations you had for joining this group, and which ones were: a) met; b) not met.
3. Share what transference you are aware of so far, toward the group therapist and each member of the group. “Connect the dots” as to whom the person reminds you of, as well as give specifics of the Transference Object (i.e. group member) that has triggered this transference with the group member/therapist.
4. Share what you like about the group therapist and what you are not crazy about.
5. Share what new things, if any, you are beginning to learn about yourself that you did not realize prior to joining this group. (i.e. whether or not you feel free to jump in and share about yourself or do you wait for others to initiate contact with you; whether or not you are able to share your feelings about group members or do you tend to talk about your “outside” life).
6. Consider the different theoretical approaches and techniques learned in this class as you answer the following questions about your group experience. Make sure you connect what you write to the required reading material as you compare and contrast your experience:
  - How did the experience of this group fit with theory described in your reading or seen in videos?
  - What are your qualities that might enhance your effectiveness as a group leader? What are the qualities that might detract from your leadership? How did your work in the group teach you this?
  - What did you learn about how groups function and malfunction?
  - What techniques did you observe?
  - How was conflict resolved in the group?
  - How was community and trust built in the group

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**COURSE OUTLINE AND CALENDAR**

All dates and times are listed in Eastern Standard Time (EST)

| Week 1                                    | Overview   |
|---|--|
| <b>*Synchronous Meeting<br/>5/10/2021</b> | <ul style="list-style-type: none"> <li>• <b>Introduction to Group Work: A Multicultural Perspective/Therapeutic Factors</b></li> </ul>   |
|   | <b>Activities, Assignments and/or Exams</b>  |
|   | <ul style="list-style-type: none"> <li>• Read and review syllabus</li> <li>• Corey &amp; Yalom Chapter 1</li> <li>• DQ1 – <i>initial post (due Thurs. 5/6 by 11:59 pm); response (due Mon. 5/10 by 5:59 pm)</i></li> <li>• Online Quiz 1</li> <li>• Submit Release of Information Form</li> <li>• Watch Group Therapy Video</li> </ul> |
| Week 2                                    | Overview   |
| <b>5/17/2021</b>                          | <ul style="list-style-type: none"> <li>• <b>The Group Counselor/Ethical &amp; Legal Issues/Interpersonal Learning</b></li> </ul>   |
|   | <b>Activities, Assignments and/or Exams</b>  |
|   | <ul style="list-style-type: none"> <li>• Corey Chapters 2 &amp; 3</li> <li>• Yalom Chapter 2</li> <li>• DQ2 (<b>Video Post 1</b>)</li> <li>• Online Quiz 2</li> <li>• Watch Ethics in Counseling Video</li> </ul>  |
| Week 3                                    | Overview   |
| <b>*Synchronous Meeting<br/>5/24/2021</b> | <ul style="list-style-type: none"> <li>• <b>Theories and Techniques/Forming Groups/Cohesiveness</b></li> </ul>   |
|   | <b>Activities, Assignments and/or Exams</b>  |
|   | <ul style="list-style-type: none"> <li>• Corey Chapters 4 &amp; 5</li> <li>• Yalom Chapter 3</li> <li>• DQ3</li> <li>• Online Quiz 3</li> <li>• Watch Yalom Video</li> <li>• Read: Rosenthal and Ormont Articles</li> </ul>  |
| Week 4                                    | Overview   |
| <b>5/31/2021</b>                          | <ul style="list-style-type: none"> <li>• <b>Initial Stage</b></li> </ul>   |
|   | <b>Activities, Assignments and/or Exams</b>  |
|   | <ul style="list-style-type: none"> <li>• Corey Chapter 6</li> <li>• DQ4</li> <li>• Online Quiz 4</li> <li>• Watch Yalom Video</li> </ul>   |
| Week 5                                    | Overview   |
| <b>*Synchronous Meeting<br/>6/07/2021</b> | <ul style="list-style-type: none"> <li>• <b>Transition Stage/Basic Tasks/Here-and-Now</b></li> </ul>   |
|   | <b>Activities, Assignments and/or Exams</b>  |
|   | <ul style="list-style-type: none"> <li>• Corey Chapter 7</li> <li>• Yalom Chapters 5 &amp; 6</li> <li>• DQ5</li> <li>• Watch Here-and-Now Videos</li> <li>• <b>Group Proposal Due—Post in Dropbox</b></li> <li>• Share Group Proposal (see guidelines in syllabus)</li> </ul>  |
| Week 6                                    | Overview   |
| <b>6/14/2021</b>                          | <ul style="list-style-type: none"> <li>• <b>Working Stage/Transference &amp; Transparency</b></li> </ul>   |
|   | <b>Activities, Assignments and/or Exams</b>  |

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|---|---|
|   | <ul style="list-style-type: none"> <li>• Corey Chapter 8</li> <li>• Yalom Chapter 7</li> <li>• DQ6 (<b>Video Post 2</b>)</li> <li>• Online Quiz 5</li> <li>• Watch Existential Holistic Video</li> </ul>  |
| <b>Week 7</b>                             | <b>Overview</b>   |
| <b>*Synchronous Meeting<br/>6/21/2021</b> | <ul style="list-style-type: none"> <li>• <b>The Selection of Clients/Composition/Creation of Groups</b></li> </ul>  |
|   | <b>Activities, Assignments and/or Exams</b> <ul style="list-style-type: none"> <li>• Yalom Chapters 8, 9, 10</li> <li>• DQ7</li> <li>• Watch Common Mistakes and Group Therapy Videos</li> </ul>  |
| <b>Week 8</b>                             | <b>Overview</b>   |
| <b>6/28/2021</b>                          | <ul style="list-style-type: none"> <li>• <b>Final Stage of Group</b></li> </ul>   |
|   | <b>Activities, Assignments and/or Exams</b> <ul style="list-style-type: none"> <li>• Corey Chapter 9</li> <li>• Yalom Chapters 11, 12, 13</li> <li>• DQ8 (<b>Video Post 3</b>)</li> <li>• Online Quiz 6</li> <li>• Watch Termination Video</li> </ul>   |
| <b>Week 9</b>                             | <b>Overview</b>   |
| <b>*Synchronous Meeting<br/>7/05/2021</b> | <ul style="list-style-type: none"> <li>• <b>Groups in School Counseling</b></li> </ul>  |
|   | <b>Activities, Assignments and/or Exams</b> <ul style="list-style-type: none"> <li>• Corey Chapters 10 &amp; 11</li> <li>• Yalom Chapters 14 &amp; 17</li> <li>• DQ9</li> <li>• Online Quiz 7 (Corey Chapters 10 &amp; 11)</li> <li>• Watch Anxiety &amp; Depression and Group Counseling with Children Videos</li> </ul> |
| <b>Week 10</b>                            | <b>Overview</b>   |
| <b>7/12/2021</b>                          | <ul style="list-style-type: none"> <li>• <b>Wrap Up</b></li> </ul>  |
|   | <b>Activities, Assignments and/or Exams</b> <ul style="list-style-type: none"> <li>• Reflection Paper—Upload to Dropbox</li> <li>• Group Process Journal—Upload to Dropbox</li> <li>• Submit Verification of Group Therapy Attendance in Dropbox</li> </ul>   |

**COURSE POLICIES**

- **Reasonable Accommodation:** Any student eligible for and requesting academic accommodations due to a disability is required to provide a letter of accommodation from the Office of Disabilities Support Services within the first six weeks of the beginning of classes.
- **Student Identity Verification and Privacy:** Student identity in the online course companion is verified via measures for online course enrollment (student name, matching institutional email address, and student ID#) and online course login (secure login and pass code via my.nyack.edu portal). Use of the Edvance360 Software and System is implemented and maintained in compliance with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g; 34 CFR Part 99, and assurances are provided that information protected by FERPA is secure from people unauthorized to use the System.
- **Attendance/Absence:** Attendance is marked in the Faculty Portal each class period. Missing any class time is detrimental to students and should be avoided. Students, however, are permitted one hour of absence (excused or unexcused) for each credit hour before grading penalties are imposed. Because this course is

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accelerated, there will only be ONE ABSENCE allowed for this course. A student must contact the professor via email or voice mail before the end of a missed class. All assignments are due on the date designated. If the professor is absent, work equivalent to the “seat time” missed will be posted in the E360 course companion in order to mark attendance and to fulfill federal/state regulations.

- **Late Assignments/Extensions:** Employers will not accept late work. Therefore, in preparation for your future successful career, every effort must be made to submit work on time. A deduction of a letter grade (e.g., A to A-, B+ to B) will be made in the gradebook for each business day the assignment is late, regardless of work quality. Assignments cannot be handed in past the last day of the class, unless an extension request was approved by the professor and filed with the Registrar’s Office no later than the last day of the class (before final exams week begins—see *Extensions for Late Work policy in the college catalog*).
- **Make-Up Exams:** Students may not be absent from an announced examination period except for reasons beyond their control. In the event of an unavoidable absence, the student must arrange for a make-up examination with the instructor.
- **Academic Integrity and Plagiarism:** In a Christian college academic integrity is particularly important. Any student caught cheating or plagiarizing (the unacknowledged use of other people’s words or ideas as though they were your own) will be subject to the penalties as *described in the plagiarism policy in the college catalog and student handbook*.
- **Academic Quality:** Remember that grades for assignments are based not only on the completion of the assignment but the **quality** of work produced. The higher the **quality** of skills and abilities demonstrated, in areas such as expression and depth of thought, organization, writing, research, reporting, and observation, the higher the grade given to the assignment. All written assignments will be completed using the indicated style guide.
- **Style Guide for written work:** All written work should follow APA style guidelines.
- **Writing Center:** Because ALL Writers Need Feedback - The Writing Center is available to assist all students with writing for any classes. Peer Writing consultants, who are fellow Nyack College students and alumni, are trained to help with all stages of the writing process, from brainstorming to organizing to revising and editing papers. Plan well in advance to bring the assignment sheet, or a draft of the paper, and specific questions/concerns to any of the Center’s locations. Students are also able to have access to online consultations through Google Docs via their nyack.edu email account. The Center’s services are free. Students can drop in and work with a consultant or make an appointment through the website or by calling the Center. For more information about Writing Center services and locations, please visit the website: <https://www.nyack.edu/writingcenter/>
- **Communication with Instructor:** Nyack College email will be the primary mode of communication with students, unless specified otherwise. Please check your email regularly. "When students send an email to the professor, they should expect a response within 3 business days. For more urgent matters, please call the professor at the number specified on the first page of this syllabus. Online tests are automatically graded by the system, and the grades will be available in Gradebook either immediately or after every student has taken the test. Papers will be graded in Dropbox using a rubric, and grades should be available within 2 weeks of that assignment's due date".
- **Grievance Procedure Policy:** Students who have a grievance relative to academic policies, grades given, or other academic judgments should first seek to resolve their complaints with the professor. If resolution is not reached, the matter may be directed to the department head or program director of the class in question. If this does not solve the problem, a formal complaint may be made in writing to the respective Academic Dean whose judgment is final. See *the full Grievance Procedure Policy posted in the college catalog*.
- **Discrimination (Title IX):** Sex and gender discrimination, including sexual harassment, are prohibited in educational programs and activities, including classes. Title IX legislation and College policy require the College to provide sex and gender equity in all areas of campus life. If you or someone you know has experienced sex or gender discrimination, sexual harassment, sexual assault, intimate partner violence, or stalking, we encourage you to seek assistance and to report the incident through resources available

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at [www.nyack.edu/safetyandsecurity](http://www.nyack.edu/safetyandsecurity). Confidential assistance is available at the Student Counseling Center. Faculty are NOT confidential under Title IX and will need to share reported information with the Title IX Coordinator. For these and other policies governing campus life, please see the Student Handbook.

- **Electronic Devices:** It is expected that ALL electronic devices be MUTED during class time. Do not answer phone calls or text messages during class.
- **Withdrawal Date:** Withdrawal from a course is allowed until the class reaches the 75% mark of the course length – *please contact the Registrar's office to determine the cutoff date for withdrawing from the course.* Withdrawal requires signatures on the Registrar's Course Withdrawal form and the process should be started well before the deadline. Financial implications and satisfactory academic progress implications provided by the financial aid counselor and the academic advisor should be considered during the Course Withdrawal form process.
- **Online Classrooms:** The technology used to facilitate online classrooms is Google Meet (aka Google Hangout or Hangouts Meet), and this technology can be launched from your Google Calendar when in my.Nyack.edu. (Click on the Google App 9 square icon when in your my.Nyack.edu account and select Calendar). A link for each synchronous meeting can be found in appropriate week's lesson, in e360. Additionally, it can be launched by typing in the following URL where xxx-xxxx-xxx is a 10 character string provided in each e360 course shell: [meet.google.com/xxx-xxxx-xxx](https://meet.google.com/xxx-xxxx-xxx). Furthermore, Google Meet has a mobile app called Hangouts Meet in the App Store that can be downloaded onto a smart device. Lastly, students and/or professors occasionally encounter problems connecting to the online classroom via Google Meet. As a back-up plan, each professor has a conference call-in number (identified on page 1 of this syllabus) to quickly move the online classroom to an audio-only conference call as needed.

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**ALLIANCE GRADUATE  
SCHOOL OF COUNSELING**

2 Washington Street, 20<sup>th</sup> Floor  
New York, NY 10004

A Program of Nyack College

**Verification of Group Therapy Attendance**

*This is to verify that, \_\_\_\_\_ (AGSC student), has attended*

\_\_\_\_\_ (number of) FULL group therapy sessions

\_\_\_\_\_ (number of) PARTIAL group therapy sessions

As a requirement of his/her GCN 604 Group Dynamics & Therapy class at Alliance Graduate School of Counseling for the

\_\_\_\_\_ Fall Semester of \_\_\_\_\_ (year)

\_\_\_\_\_ Spring Semester of \_\_\_\_\_ (year)

Comments (optional):

\_\_\_\_\_  
Printed Therapist's Name & Credential Therapist's

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Therapist Contact Information:

Phone: \_\_\_\_\_ e-mail: \_\_\_\_\_

**SUMMER/2021**  
**MONDAYS/7PM – 9PM EST Online**

**ALLIANCE GRADUATE  
SCHOOL OF COUNSELING**

2 Washington Street, 20th Floor  
New York, NY 10004

A Program of Nyack College

**RELEASE OF INFORMATION FORM**

I, \_\_\_\_\_, give consent for my group therapist,  
\_\_\_\_\_, (please include credential, license) to  
release confidential information to Alliance Graduate School of Counseling for  
the purpose of verification of my attendance to therapy group as part of the  
class requirement for my GCN 604 Group Dynamics & Therapy class.

\_\_\_\_\_  
Print Patient/Student's Name

\_\_\_\_\_  
Signed Name

\_\_\_\_\_  
Date