



**James I Perkins College of Education
Human Services Department
COU 528.020 – Group Counseling
Fall 2019**

Instructor: Leigh Kirby, Ph.D., LPC
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Course Time/Location: T 4:30-7PM, HSTC 101
Course Credits: 3 hours
Prerequisites: None
Office Hours: Tues 10:00 – 1:00
& Thurs 2:00 – 4:00
Or by appointment



Course Description: This course is a study of application of group techniques and processes in counseling.

Course Format:

This course will utilize a variety of teaching methods including readings, discussions, class activities, experiential groups, and exams. Students are expected to be prepared for discussion by completing the reading assignments BEFORE coming to class. Mastery of objectives will be demonstrated through participation in discussions, completion of class activities and assignments, and exam performance.

Required Texts:

Corey, M.S., Corey, G. & Corey, C. (2018). Groups: Process and practice, 10th ed. Boston: Cengage. ISBN: 9781305867509

Corey, G., Corey, M.S., Callanan, P. & Russell, J.M. (2004). Group Techniques, 3rd ed. Pacific Grove, CA: Brooks/Cole. ISBN: 9780534612672

Face-to-Face Lecture

Typically meets once each week in 150-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments, are expected to take regular reading quizzes and a final examination. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours. Students are also required to participate in group interaction 10 hours per semester.

Program Learning Outcomes

Professional Orientation and Ethical Practice (CACREP 2.F.1)

Students articulate the elements related to professional identity including; the history and philosophy of the counseling profession, the value of professional organizations, the need for

legal and ethical practice, and advocating for the profession and clients that are served.

Social and Cultural Diversity (CACREP 2.F.2)

Students demonstrate multicultural awareness, knowledge, and skills necessary for competency in working with a diverse population.

Human Growth and Development (CACREP 2.F.3)

Students differentiate the development across the lifespan and the impact on normal and abnormal functioning.

Career Development (CACREP 2.F.4)

Students analyze career development theory in the development of individualized and developmentally appropriate career development activities and interventions.

Counseling and Helping Relationships (CACREP 2.F.5)

Students apply the skills necessary to engage in an effective and therapeutic helping relationship.

Group Counseling and Group Work (CACREP 2.F.6)

Students demonstrate competency in preparing and facilitation of group counseling.

Assessment and Treatment Planning (CACREP 2.F.7)

Students identify effective assessment strategies in order to facilitate treatment planning.

Research and Program Evaluation (CACREP 2.F.8)

Students evaluate research methods to inform evidence-based practice.

INTENDED LEARNING OUTCOMES:

Through the activities in and objectives of COU 528 students will become competent, successful, caring and enthusiastic counseling professionals dedicated to responsible service, leadership, social justice and continued, life-long professional and intellectual development in an interconnected global society. Through regular attendance, assignments, and discussions related to the discipline, students will strive for academic excellence through critical, reflective, and creative thinking. Students will also be given the opportunity for collaboration and shared-decision making. By means of classroom interactions and course content, students will develop an openness to new ideas, to culturally diverse people, and to innovation and change. As described in this syllabus, COU 528 follows the mission, vision and core values of the Perkins College of Education and Stephen F. Austin State University, which is aligned with the counseling curriculum, clinical experiences, and assessments.

COURSE OBJECTIVES: Student will demonstrate:

1. Evaluate and demonstrate group dynamics, including group process components, developmental stages of a group, and group members' roles and behaviors as well as individual and group goal setting
2. Critique group leadership styles and approaches including characteristics of various group leaders and leadership styles and the relationship of leadership style to group functioning
3. Demonstrate ability to use different group counseling methods including group counselor orientations and behaviors, appropriate selection criteria and methods, group structuring, group facilitation skills and methods for evaluation of group growth and effectiveness

4. Compare and contrast different types of groups including task groups, psychoeducational groups, support groups, group counseling, and therapy groups
5. Adapting methods of groups with diverse and specific populations and addressing specific problem situations that arise in groups
6. Apply knowledge of the ethical and legal principles unique to group work
7. MCP Students - Develop a group proposal influencing the organization of a group in several settings

PERFORMANCE ASSESSMENT

1. Attendance is expected, required, and necessary in order to receive maximum benefit from the course. Additionally, group role-play exercises will be held.
2. Students will attend two groups and write a summary of observed groups.
3. Students will provide journal reflections of personal group experiences.
4. Evaluate and create a group model.
5. Make valid contributions to class discussions.

Objectives/Learning Outcomes

| CACREP Standards and Student Learning Outcomes | Methods of Instruction | Method of Assessment |
|---|--|--|
| 2.F.6.a Understands the theoretical foundations of group counseling and group work PLO - Helping Relationships (CACREP F.5, F.6) | Readings, lectures, research for assignment | Class presentation, exam |
| 2.F.6.b Comprehends the dynamics associated with group process and development PLO - Helping Relationships (CACREP F.5, F.6) | Readings, lectures, videos, experiential group | Reflection papers, experiential/participation journal, class presentation, exam |
| 2.F.6.c Recognizes therapeutic factors and how they contribute to group effectiveness PLO - Helping Relationships (CACREP F.5, F.6) | Readings, lectures, videos, experiential group | Reflection papers, experiential/participation journal, class presentation, exam |
| 2.F.6.d Understands characteristics and function of effective group leaders PLO - Helping Relationships (CACREP F.5, F.6) | Readings, lectures, videos, experiential group | Reflection papers, experiential/participation journal, group facilitation plan, experiential group, exam |
| 2.F.6.e Grasps approaches to group formation, including recruiting, screening, and selecting members PLO - Helping Relationships (CACREP F.5, F.6) | Readings, lectures, research for assignment | Group proposal, exam |
| 2.F.6.f Distinguishes types of groups and other considerations that affect conducting groups in varied setting | Reading, lectures | Reflection papers, group proposal, exam |

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| PLO - Helping Relationships (CACREP F.5, F.6) | | |
| 2.F.6.g Uses ethical and culturally relevant strategies for designing and facilitating groups PLO - Professional Orientation and Ethical Practice (CACREP F.1) PLO - Social and Cultural Diversity (CACREP F.2) PLO - Helping Relationships (CACREP F.5, F.6) | Readings, lectures, research for assignment | Reflection papers, group proposal, class presentation, exam |
| 2.F.6.h Participates in direct experiences in which students are group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term PLO - Helping Relationships (CACREP F.5, F.6) | In vivo experience | Attendance and participation in an experiential group, experiential/participation journal, group facilitation plan |

COURSE REQUIREMENTS:

Grades will be assigned based on the quality of each student's fulfillment of the following requirements.

Rubrics will be provided for all activities in which students receive points.

Participation: 100 points. 66% of participation is attendance, professionalism in class (interaction with colleagues and professor), accepting feedback from peers and professor, basic counseling skills, boundaries with colleagues, and being accountable for being a facilitator and a group member; and the other 34% is how active you are in class with comments and discussion. Being late for class takes points away from attendance. My attendance policy is as follows: Students are permitted to miss one class (2.5 hours) with no penalty other than noted above, but notifying the professor is expected. With a second absence, the student will need to write a letter (or email) to the professor explaining the extenuating circumstances that resulted in the absence. Approval of that absence will mean no penalty other than noted above; disapproval of that absence can result in the loss of up to 100 course points. Any additional absence will automatically result in the loss of up to 100 course points or one letter grade regardless of circumstances.

Group Observation: 100 points: Students are required to attend one group within the community and write a summary for the group. Summary will be 2 pages and must be well written about observations of group. Personal pronouns are allowed in this paper.

Experiential Group and Participation Journal: 150 points total/10 points per journal entry/50 points for final reflection. A significant part of this class includes meeting and functioning as a member of a therapeutic group. Students are expected to attend each of ten (10) scheduled group sessions. *All group members are expected to comply with ethical guidelines set forth by the American Counseling Association regarding confidentiality regarding group work.*

Every group member will be expected to read, understand, and sign an informed consent for this group counseling course. Students will attend 10 scheduled group sessions and complete a

journal entry consisting of at least one single-spaced page for each session; the entry completed after leading a session will be at least two single-spaced pages. Each of ten (10) entries should always answer the following questions:

- In general, without violating confidentiality, what happened in your group session?
- What is your personal reaction to what happened?
- What did you learn about yourself?
- What did you learn about others?
- What did you learn about groups?

The entry following the session as a group leader should include the common questions from the other entries as well as the following questions. When completing the reflection, think in terms of the stated objectives, rationale, etc. from group facilitation plan.

- What do you think you did well?
- What you could have done better?
- What did you learn about group process?

Group Facilitation Plan: 50 points. Each student will facilitate the group for at least one session. In preparation for facilitation, students will need to develop a plan for what s/he will be doing in the group that week. The session facilitation plan should be two single-spaced pages and is due the Sunday prior to the student's scheduled group leadership date. **THE PLAN MUST BE CHECKED FOR GRAMMAR, SPELLING, AND, PUNCTUATION ERRORS** with functions that are included in the software used to complete the assignment.

This plan should address the following issues:

- Objectives of the session
- Rationale for the objectives
- How you will go about meeting those objectives.

Theories Group Presentation: 100 points. Students will prepare a Powerpoint presentation on their assigned counseling theory and how it is used in group counseling. The presentation must address all points specified in the instructions on D2L. **THE PRESENTATION MUST BE CHECKED FOR GRAMMAR, SPELLING, AND PUNCTUATION ERRORS** with functions that are included in the software used to complete the assignment.

Group Proposal Project: 200 points. **MUST BE SUBMITTED IN D2L and IN *LIVETEXT*.** Students will develop a proposal for a psychoeducational group that s/he could implement and lead. The proposal will include a substantial research section providing the rationale for the group (information about the issue/population that illustrates need) and for using the theoretical approach that is chosen. At least 10 references with citations throughout the paper should be used. APA format must be followed. In addition, the proposal will address the questions provided and include a complete curriculum plan including examples of activities to be used. Students will present their proposals to class and provide a one-page summary handout for their classmates. **THE PROPOSAL AND HANDOUT MUST BE CHECKED FOR GRAMMAR, SPELLING, AND PUNCTUATION ERRORS** with functions that are included in the software used to complete the assignment.

Final Exam: 200 points. 100 multiple choice items; approximately 10 items from each chapter, Chapters 1-9 in primary textbook. Exam will be taken in class on the last night of class during exam week.

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| Grading Criteria | |
| A = 89.5% or above B = 79.5 % to 89.4% C = 69.5% to 79.4% D = 59.5% to 69.4% F = 59.4% or below | This course emphasizes performance of counseling skill. Therefore, if a student scores the equivalent of a C (less than 79.5% of points) demonstrating basic counseling skills on Tape 3, that student automatically gets a C for the course regardless of how many points earned on any and all other assignments. A grade of C will require the student to retake the course. |

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| IV. EVALUATION | | |
| Assessment Standards Points | | |
| Participation | | 100 |
| Group Observations | <i>2.F.6.h, 2.F.6.b, 2.F.6.c, 2.F.6.d</i> | 100 |
| Experiential/Participation Journal | <i>2.F.6.h, 2.F.6.b, 2.F.6.c, 2.F.6.d</i> | 150 |
| Group Facilitation Plan | <i>2.F.6.d, 2.F.6.h,</i> | 50 |
| Theories Presentation | <i>2.F.6.a, 2.F.6.b, 2.F.6.g</i> | 100 |
| Group Proposal * | <i>2.F.6.e, 2.F.6.f, 2.F.6.g</i> | 200 |
| Final Exam | <i>2.F.6.a, 2.F.6.b, 2.F.6.c, 2.F.6.d, 2.F.6.e, 2.F.6.f, 2.F.6.g</i> | 200 |
| | | TOTAL # of POINTS 1000 |
| * Failure to submit assignment in D2L as well as LiveText will result in a grade of WH in the course. | | |
| All assignments are due by the date indicated in the syllabus and on D2L. | | |

The D2L online system will cut off at the designated time and students will not be able to submit assignments after that time.

Late assignments will not be accepted. I strongly recommend you not wait until the last minute to prepare and submit assignments due to the potential for technology problems. Technology problems that occur within the last hour an assignment is open will not be accepted as justification for further consideration.

Borderline grades.

If the total number of a student's points is on the border of the next letter grade, no consideration for an adjustment will be given if s/he has missed any assignments (for whatever reason), received approval for a late assignment (for whatever reason), or did not attend all classes and participate appropriately in discussions (unless s/he has documented evidence of not being able to attend and/or speak).

Course Expectations

- While this course is about learning some of the basic format of group structure and how to facilitate group, but this course is also about learning how to be a client within a group setting. An appreciation of the client role will better help you understand your role as a counselor more so than only being in the counselor role. With this in mind, approach your client role seriously. Please take advantage of this opportunity.
- Please be REAL in this course. This is not an acting course. Please discuss **real** issues in your life with your **real** emotions and feelings. The more you are able to do this the more it will help you in your **real** life and the more it will help your classmate become a

good counselor. That being said, this is not the time to do intense therapy. The issue you present should be appropriate for the classroom setting and a beginning counselor-in-training.

LiveText/Watermark Statement:

This course uses the LiveText/Watermark data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText/Watermark account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText/Watermark account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText/Watermark registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText/Watermark account or any technical questions, call 936-468-2395 or e-mail LiveText@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText/Watermark system may result in course failure.

***Failure to complete LiveText assignments will result in a grade of WH in the course.**

Course Evaluations: Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation.

Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

Student Ethics and Other Policy Information:

Attendance – Attendance and on time arrival are presumed and expected in all graduate courses. Because this is a skills-based course, experiential learning that occurs in class cannot be recaptured. For that reason, students are permitted to miss only one class (3 hours) with no penalty, but an email to the professor of the class is expected to determine whether the absence will be excused or not. Failure to notify the professor will result in the absence being unexcused and will result in a drop of one letter on the final grade. (2) With a second absence, a drop of one letter grade will occur. (3) A drop of an additional letter grade will occur for each subsequent absence.

Academic Integrity - Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to

- (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class;
- (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or
- (3) Helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own.

Examples of plagiarism are

- (1) submitting an assignment as if it were one's own work that has been purchased or otherwise obtained from an Internet source or another source; and
- (2) Incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

Plagiarism an extremely serious offense with severe consequences including failure to receive credit for the assignment, removal from the class, and/or removal from the university.

Most students who plagiarize do so unintentionally. However, that does not lessen the consequences.

The following websites have excellent information regarding plagiarism and proper citation methods.

I strongly recommend that you review this information.

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml#original>

<http://www.msresource.com/format.html>

<http://owl.english.purdue.edu/owl/printable/589/>

Any assignment that contains plagiarism (whether intentional or not) will not receive credit and no additional opportunity will be given to recover the lost points.

Withheld Grades: Policy 5.5

At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4

Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties.

This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

Students with Disabilities - To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468- 3004/ (936) 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided.

Failure to request services in a timely manner may delay your accommodations. For additional information, go to <http://www.sfasu.edu/disabilityservices/>.

Acceptable Student Behavior Respect and professionalism are expected in the online environment.

Online behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1).

Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance that is available to help SFA students succeed.

ACA Code of Ethics

All students are expected to adhere to the ACA Code of Ethics and the Texas LPC Rules throughout the program. School Counseling students are expected to also adhere to the Code of Ethics for the Texas Educator. A violation of any applicable code or professional rules may result in the assignment of a failing grade for the course and removal from the program. Violations will be reviewed with the Counselor Education Faculty to determine the most appropriate consequences.

<https://www.counseling.org/resources/aca-code-of-ethics.pdf>

Additional Information:

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with

parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at

[https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.
3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.

*****RUBRICS will be provided for journal entries, presentation, and group development project in D2L.**

Course Outline/Calendar (Homework assignments will be announced in class the week before they are due)

*****All dates and assignments subject to change depending on course needs and circumstances. Notices will be provided in advance.

| DATE *Diversity Content | CHAPTERS and CLASS DISCUSSION | Assignments | Due Date |
|--------------------------------------|---|--------------------|--------------------------------|
| 27-Aug | Course Introduction Understanding Yourself and Others Discussion of class format Begin discussing Chapter 1– Introduction to Group Work | | |
| 3-Sep | Chapter 2 – The Group Counselor In Class Group | | |
| 10-Sep | T - Chapter 1 – The Role of Techniques In Class Group | Journal Entry – 1 | Sunday, Sept 8 by Midnight |
| 17-Sep * | P - Chapter 3 – Ethical and Legal Issues in Group Counseling T - Chapter 2 – Ethical Issues in Using Techniques In Class Group | Journal Entry - 2 | Sunday, Sept 15 by Midnight |

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| 24-Sep * | P - Chapter 10 - Groups in School Settings P - Chapter 11 – Groups in Community Settings In Class Group | Journal Entry - 3 | Sunday, Sept 22, by Midnight |
| 1-Oct * | P - Chapter 5 – Forming a Group T - Chapter 3 – Techniques for Forming Group In Class Group | Journal Entry - 4 | Sunday, Sept 29, by Midnight |
| 8-Oct * | P - Chapter 5 – Forming a Group T - Chapter 3 – Techniques for Forming Group In Class Group | Journal Entry - 5 | Sunday, Sept 6, by Midnight |
| 15-Oct | P - Chapter 6 – Initial Stage of a Group T - Chapter 4 - Techniques for the Initial Stage In Class Group | Journal Entry – 6 Facilitation Plan | Sunday, Sept 13 by Midnight Facilitation plan due Tuesday, Sept 15, by Midnight |
| 22-Oct | P - Chapter 7 – Transition Stage of a Group T - Chapter 5 – Techniques for the Transition Stage In Class Group | Journal Entry – 7 Community Group Observation | Sunday, Sept 20, by Midnight Observation Due by Tuesday, Oct 22, by Midnight |
| 29-Oct | P - Chapter 8 – Working Stage of a Group T - Chapter 6 – Techniques for the Working Stage In Class Group | Journal Entry - 8 | Sunday, Sept 27, by Midnight |
| 5-Nov | Chapter 9 – Final Stage of a Group In Class Group | Journal Entry - 9 | Sunday, Sept 3, by Midnight |
| 12-Nov | Chapter 4 – Theories/Techniques of Group Counseling In Class Group | Class Presentations Journal Entry - 10 | Sunday, Sept 10, by Midnight |
| 19-Nov | Chapter 4 – Theories/Techniques of Group Counseling – cont'd | Class Presentations Final Reflection of Group Experience - Final | Sunday, Sept 17, by Midnight |
| 26-Nov | Thanksgiving Holiday | | No Assignments |
| 3-Dec | Proposal Presentations | Class Presentations Group Proposal (Uploaded to Live Text) | Sunday, Dec 1, by Midnight |
| 10-Dec | Final Exam | | In Class test |

*** Assignment should be submitted to *LiveText***