



GROUP COUNSELING AND GROUP WORK (COU 756)

INSTRUCTOR INFORMATION:

Instructor Name:

Email:

STUDENT SUCCESS AND INCLUSIVITY:

At Missouri State University we are committed to your success and the creation of an environment where all students are welcome. As a community of learners, we acknowledge the value in the engagement and exchange of ideas with individuals, whose backgrounds may be different than our own.

A key element to your success as a student is to actively engage in the course activities, with your peers, and me - your instructor. If you anticipate or experience academic barriers during the course, contact me right away so we can discuss options for addressing those barriers.

Missouri State University (as an institution) and I (as a human being and instructor of this course) are committed to full inclusion in education for all persons. Services and reasonable accommodations are available to persons with temporary and permanent disabilities, to students facing mental health or other personal challenges, and to students with other kinds of learning challenges. Please let me know if there are circumstances affecting your ability to participate in class. Some resources that might be of use include:

- [Disability Resource Center](#)
- [Counseling Center](#)
- [Multicultural Center](#)
- [Academic Advising & Transfer Center](#)

COUNSELING PROGRAM OBJECTIVES:

Knowledge. Students will demonstrate appropriate breadth and depth of knowledge and comprehension in the areas of culturally relevant service, prevention, treatment, referral, and program management associated with the broader field of counseling as well as the selected specialty (i.e., mental health or school counseling).

Clinical Skills. Students will demonstrate meaningful, therapeutic alliances that utilize culturally sensitive appraisal and assessment techniques for working with individuals and groups in a culturally pluralistic world.

Research and Appraisal. Students will demonstrate analytical knowledge and skills for appraising and contributing to professional counseling literature and program evaluation in selected specialty areas ((i.e., mental health or school counseling).

Professional Dispositions. Students will conduct themselves in accordance with the highest ethical standards and values of professional counseling and develop an understanding of oneself and the use of self in the counseling process.

Specialty Areas. Students will demonstrate appropriate breadths and depth of knowledge and skills in their respective specialty areas (i.e., mental health or school counseling).

DEFINITION OF COUNSELING

Recently ACA and 28 other Counseling Organizations adopted the following definition: “Counseling is a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.”

REFLECTIVE COUNSELING PRACTICE

The Counseling Programs are committed to providing students with opportunities for self-reflection as those practices are congruent with the beliefs of the Professional Education Unit at Missouri State University and constitute the cornerstone of modern professionalism. Self-reflective practice requires openness, awareness, honesty, self-analysis, problem solving, conflict resolution, tolerance, and responsibility. These personal attributes and skills are crucial to the development of excellence in our schools and community agencies serving a diverse, multicultural society.

COURSE DESCRIPTION:

Acquaints counselors with group counseling theories and techniques. Includes an experiential group component.

METHODS OF INSTRUCTION:

This course is structured using a “flipped design” wherein content delivery is moved outside of the classroom, allowing for class time to be utilized actively. Methods involved in this form of student-centered approach include small group discussion, problem-based learning, reflective writing, and contemplative work as well as skills practice and supervision.

COURSE MATERIALS:

Textbook: Yalom, I.D., & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6th edition).

Current Research Articles in Course:

Anderson, D. (2007). Multicultural Group Work: A Force for Developing and Healing. *The Journal for Specialists in Group Work*, 32(3), 224-244, DOI: [10.1080/01933920701431537](https://doi.org/10.1080/01933920701431537)

Fall, K.A., & Wejnert, T.J. (2005). Co-Leader Stages of Development: An Application of Tuckman and Jensen. *The Journal for Specialists in Group Work*, 30(4), 309-327, DOI: [10.1080/01933920500186530](https://doi.org/10.1080/01933920500186530)

Jones, K.E., & E. H. M. Robinson III. (2000). Psychoeducational groups: A model for choosing topics and exercises appropriate to group stage. *The Journal for Specialists in Group Work*, 25(4), 356-365, DOI: [10.1080/01933920008411679](https://doi.org/10.1080/01933920008411679)

Stockton, R. (2010). The Art and Science of Group Counseling. *The Journal for Specialists in Group Work*, 35(4), 324-330, DOI: [10.1080/01933922.2010.515904](https://doi.org/10.1080/01933922.2010.515904)

MSU COUNSELING SYLLABUS MATRIX

This course is designed to meet certain content standards for accreditation adopted by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016 standards. As such, CACREP standards covered in the course, goals, learning outcomes, learning objectives, curricular activities, and curricular assessments are displayed below:

THEMES	LEARNING OBJECTIVES	CACREP STANDARDS (2016)	LEARNING ACTIVITIES	LEARNING OUTCOMES	EVALUATION TOOLS
Knowledge and application of theoretical foundations and therapeutic factors of group counseling and group work.	By the end of this course, students will be able to describe and apply theoretical foundations and therapeutic of group counseling.	2.F.6.a, 2.F.6.c, 2.F.6.b, 2.F.6.e, 2.F.6.f, 2.F.6.h	Instruction, Discussion, Observation of Group Work, Group Reflection	Students will apply understanding of theoretical foundations of group work.	Reflections of Group, Group Manual
Knowledge and application of group development, stages, dynamics.	By the end of the course, students will be able to describe the group development, group stages, and group dynamics	2.F.6.b, 2.F.6.h	Instruction, Discussion, Observation of Group Work, Group Work Videos, Group Reflection	Students will demonstrate understanding of group development, stages, dynamics.	Reflections of Group
Knowledge and application of group leaderships skills.	By the end of this class, students will be able to show understanding and demonstration of using group leadership skills in group counseling.	2.F.6.d	Instruction, Discussion, Reading, Experience as a Group Leader, Leadership Self-Explorations, Leadership Role-Plays	Students will demonstrate knowledge and skill in using group leadership skills in counseling.	Group Leadership
Knowledge and application of ethical and cultural competence in group work.	By the end of the course, students will be able to describe and show understanding of cultural competence in group work.	2.F.6.d, 2.F.6.f, 2.F.6.g	Instruction, Discussion, Reading, Experience as a Group Leader	Students will demonstrate understanding and application of ethical and cultural competence in group work.	Group Leadership

COURSE EXPECTATIONS

Attendance and Engagement Policy: I ask that you attend each class and be a consistent, appropriate, and knowledgeable participant in class discussion. Unexcused absences, excessive excused absences as well as repeated tardiness or leaving class early, will result in lowering of your final course grade. Given the nature of this course, students who miss more than two classes will be dropped from the course and will be encouraged to take the course at its next offering. Everyone learns differently, and it is important to me to honor a variety of learning styles and ways of knowing. If you are unsure how you are engaging in the class, please set up a meeting with me and we can discuss perceptions. Engaged and contemplative engagement can be demonstrated by the following:

- verbal contributions in larger classroom discussion
- verbal contributions in small group discussions
- clear demonstration of course content knowledge in assignments
- introspection of course content
- voicing dissenting thoughts in a respectful way to course content
- asking questions/adding comments which indicate thoughtful reflection on material
- gaining and compiling resources outside of what is required for the course
- engaging in advocacy outside of course

Technology: The use of technology is a part of our everyday lives at the university and there is important information you should know about your own computer's capabilities, Internet access, Blackboard, and other technology tools whether you are participating in a classroom on campus or taking an online class. For information on the basic computer requirements to be successful in class visit the [Knowledge Base for Computer Requirements](#) on the Missouri State University website. It is strongly recommended that, in addition to your standard means of access, you have an alternative plan for acquiring course materials, should your computer fail to function, or your Internet connectivity becomes disrupted. The MSU campus library is an excellent option if it is nearby; otherwise, most public libraries offer Internet access. If you have a laptop computer, then familiarity with local "hotspots" might also serve you well. It is your responsibility to actively and proactively address technical problems, therefore, develop a plan to address technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing HelpDesk@MissouriState.edu. You can also visit the [Help Desk website](#) for a live chat option.

Blackboard. We will utilize Blackboard throughout the semester. I will use the announcements tool to post information about the course as the semester progresses. All course assessments will be submitted through Blackboard (this includes any written assignments, quizzes, tests, etc.), and should be uploaded in PDF format only. You will also have access to view your grades through the My Grades link so you can stay up to date on how you are doing in the course. If you are unfamiliar with how to use Blackboard, I recommend reviewing the [Blackboard Basics for Students](#) on the Computer Services Knowledge Base. Blackboard Ally: To help ensure you have access to your digital learning materials in formats that work for your different devices, learning needs, and preferences, Blackboard includes a new tool called Ally. Explore the [Accessibility website](#) to learn more.

Classroom Expectations for Students using Digital Learning Platforms: Students using a digital learning platform (Zoom, Blackboard, Teams) should maintain professional, focused behavior while in class. Be aware that the instructor and other students are observing your behavior. Successful students find that consistently using a distraction-free, well-lit, "study area" works best. Unprofessional behavior

such as attending class while driving, lying in bed or stretched out on the couch, eating, playing with children or pets; or multi-tasking including texting, or working with other documents or apps while attending class using Zoom or Teams contributes to poor performance and is unprofessional. Students who engage in unprofessional behavior while using Zoom or Teams technology will be reminded of these expectations privately one time. If the behavior continues, this will be reflected in assessment of their professional dispositions, and related grading policies for participation will apply.

Digital Delivery Netiquette

- I. Make sure you have a camera so that you can be seen through video when possible. Experiment with your lighting so that your face can be seen, especially for breakout sessions.
- II. Be aware of what/who is behind you and any other sounds in the area. Choose the quietest space available and mute yourself when you are not talking. Use earphones or buds when feasible.
- III. All participants should dress appropriately, as you would for class.
- IV. Use the chat box for comments, and the Q&A section for questions, or raise your hand for questions that involve discussion with the entire class.
- V. Please do not engage in other activities on your computer during class, since research shows that our brains cannot multitask.

Participation in Asynchronous and Synchronous Learning: Participation in experiential learning, case studies, and class discussions is required. Each student is expected to treat each person with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student questions demonstrating grasp of materials to be handed in at the end of class. (Substantive contributions based on readings and class experiences, raising questions that demonstrate either the student’s areas of confusion or the depth of the student’s understanding and a furthering of the topics at hand.) Each person has something important to contribute to the collective learning in our class experience, so it is the expectation that each student will participate in class discussions. Here are some “ground rules” participation:

1. Breathe and settle your body when conversations are tough. A Mindful approach to learning has been correlated with an increase in cultural consciousness (Anderson & Blisard, 2013).
2. Be open to learning, perhaps from a new perspective than you have previously considered, especially when it comes to systems-level analysis of our society. Try to move outside your comfort zone.
3. Be fully present and be an active participant. Use “I” language and speak from your own experience.
4. Respect each person’s right to be heard and to have their own experience that may differ from yours.
5. Listen to others before responding.
6. Don’t mistake your discomfort of feeling ideas challenged as a lack of safety—we will aim for “Brave” space of mutual respect for each other’s humanity while we strive to understand the impact of individual and group experiences as future counselors.
7. Be responsible for your own growth and development. Notice your own reactions and become curious about them as a source of deeper understanding.
8. Do not judge another person’s feelings, and do not mistake your feelings for “fact”; the goal is truly hearing and understanding. Be soft on people and hard on the barriers to understanding.
9. Be gentle with yourself and others as we all learn and grow.

Student Engagement: Participation and questions are expected in class discussions. It is the responsibility of each of us to treat each other with respect, even when there are differences in experiences or viewpoints. Participation points will be awarded based on class participation and in some weeks, student worksheets or exit tickets demonstrating grasp of materials will be handed in at the end of class or posted to Blackboard. Student engagement and understanding attained from worksheets or exit surveys should demonstrate your depth of understanding of the material and a furthering of the topic at hand.)

Expectations for Written Work: Students are expected to have read required materials prior to class. These readings are complementary and cumulative and will be used as a basis for all class activities, including quizzes. My expectation is that we will build upon the readings and develop higher-order applications of the concepts: analyzing, evaluating, creating (Anderson, Krathwol & Bloom, 2001), rather than simply review the readings, so your preparation is critical. We will have guest speakers, watch films and have discussions or participation activities (graded) meant to build on the readings. If you don't understand concepts in the book or want discussion, it is up to you to initiate that conversation!

All written projects are expected to adhere to the proper use of grammar, spelling and word choice, use of nonsexist and culturally sensitive language, as well as proper acknowledgment of quotations and citations. Journals are less formal stylistically but should use proper grammar and respectful language. Assignments in this class do not require APA style for formatting sections. Instead, please use the assigned prompts in the paper itself (single spaced) and write your response below them (double spaced). All written work should demonstrate graduate-level thought and analysis (see comments regarding Bloom's revised taxonomy in #7 above), and should reflect understanding and integration of course materials and process. If you need assistance, please don't hesitate to consult the Missouri State University writing lab and the "Bear Claw" in the library. For help with APA style: https://owl.purdue.edu/owl/purdue_owl.html

Plagiarism or cheating of any form will not be tolerated (see Academic Integrity and all other University policies [here](#)):

Key Performance Indicator Policy: A key performance indicator measures your performance in either a CACREP common core area or specialty area (clinical mental health counseling or school counseling). Failure to demonstrate proficiency on a Key Performance Indicator Assignment requires for you to re-do the assignment. If one is unable to demonstrate competency after a second review, one is required to retake the course to ensure that successful demonstration of knowledge and skill in the related area is achieved.

STUDENT OUTCOME TOOLS

1. **Group Manual (2.F.6. a, c, e, f, g) (Key Performance Indicator).** In dyads, you will plan and prepare materials for a group you could implement in the future. The proposal for a 10-week group will include the following:
 - a. Rationale for the group, purpose of group, type of group, expected clientele and setting.
 - b. Number, length, and frequency of the sessions
 - c. Group size
 - d. Theoretical approach
 - e. Main topics to be addressed
 - f. Group outcome procedures/assessment techniques
 - g. Identify all ethical and legal issues important to consider when running this group;

- h. Group format and structure
- i. Group weekly topics and main task

2. Group Experience & Participation (2.F.6. b, d, g, h): Each member of the class will be expected to become a functioning and contributing member of the in-class counseling group for this course. You will not be graded based on how self-disclosing you are, or how much you may grow as a result of the group participation; however, it is expected that you will actively participate in the group process. The assumption is that one of the best ways to learn about the practice of group counseling is to experience the process and then conceptualize this learning experience. The group will be conducted primarily as a vehicle for personal growth. The group experience may also be an opportunity to address issues that are relevant to your effectiveness as a counselor. A particular focus for the group may be helping members clarify their concerns about, and motivations for becoming counselors. Possible questions for consideration are:

- a. What are my own needs and motivations?
- b. What are some of my problems, and what am I doing to resolve them?
- c. How might my own problems get in the way of effectively working as a counselor?
- d. What strengths do I bring to my group facilitation?
- e. What are my values and cultural identifications, where did they originate, and what effect will they have on my counseling style, especially in groups?
- f. What are some ways in which I avoid using my own strengths, and how can I more fully utilize my potential power?
- g. What impact do I have on others?

Your attendance and participation in all aspects of the class is expected and affects your overall final grade. More than 2 absences will result in having to retake this course.

Additionally, as a group member, it is important to be engaged and thoughtful. If the group and/or instructor experiences a member as harmful (showing a lack of empathy, and unethical behaviors), one will be receiving a F in the class and remediation steps will be followed.

3. Group Journal Reflections (2.F.6. b, c, d, g, h): Following each small group, you will submit a one-page reflection summary of your personal thoughts and experiences. Write in a personal style. Journal Reflections will include the following information:

Observations: Describe what happened in your group. Include a general description of what occurred specific events or interactions that were particularly significant for you; and examples of interactions, nonverbal behavior, or communication patterns that typify what happened in the group.

Personal Reactions: Discuss your personal reactions to what happened in the group. What do you think and how do you feel about what you experienced? Describe any personal connections/meanings/learning/s you gained. Share if you discovered something new about yourself or if the experience confirmed something you already knew. Did you try on any new behaviors? How did these behaviors work for you? Specify any plans or goals you have to apply or to develop your learning/s.

Group Dynamics: Identify the group dynamics that you are experiencing as well as those you perceive others in the group to be experiencing. Describe how you experience the group dynamics and what is taking place in the group experience.

Group Norms: Identify what norms are being established in the group—describe these

norms and explain how these norms impact the group and your participating in the group.

4. **Co-Leadership Planning, Co-Leading Experience, and Reflection (Key Performance Indicator; 2.F.6. b, d, g, h):** Each student will co-lead a group session. The group sessions will be an opportunity for you and your co-leader to design and implement a group session with your classmates. The groups will be supervised by the instructor. In the group leadership reflection, leaders will identify/express the group stages and dynamics along with their group leadership strengths and areas for growth. Instructor will use the Group Facilitation Rubric to rate your group counseling skills. Additionally, as a leader, it is important to be engaged and thoughtful. If the group and/or instructor experiences a leader as harmful (showing a lack of empathy, and unethical behaviors), one will receive an F in the class and remediation steps will be followed.

Procedure:

Planning Group: Prior to leading your group, you and your co-leader(s) will turn in a 1-to-2-page outline for the group session (one written plan for both the leaders). The group plan must include:

- a. Opening activity planned opening
- b. What you hope to accomplish with this group and the value the group process
- c. Theory used to facilitate the group process

Leading the Group (Key Performance Indicator): As you lead the group, you must show competency in both essential counseling skills and group facilitation counseling skills. Instructor will use the Group Facilitation Rubric to rate your essential counseling skills group facilitation skills. A mean score of 3 on the Group Facilitation Rubric is required to show proficiency in group facilitation skills. If proficiency is not met during the first group facilitation, one will be provided with two or three opportunities to co-lead the group experience.

Reflection: After you lead the group, please submit a reflection paper that includes the following:

- a. Areas of strength and areas of growth as a group leader.
- b. What was the group's dynamic/process?
- c. What did you find to be most useful in leading the group?
- d. What did you find to be most difficult in leading the group?

COURSE GRADING:

A total of 100 points can be earned in this course. Your final grade is determined by the total number of points you earn for each of the course activities (breakdown listed in the Grading Scale Table below).

Assignment	Total Points
Group Manual	28
Co-Leadership Planning, Experience, and Reflection	40
Group Experience	10
Group Reflection Journals	22
Total	100

GRADING SCALE

Final grades will be determined using the total points you earned during the semester:

93.00% or higher = A; 90.00% to 92.99% = A-; 87.00% to 89.99% = B+; 83.00%-86.99%= B; 80.00% to 82.99% = B-; 77.00% to 79.99% = C+; 73.00% to 76.99% = C; 70.00% to 72.99% = C-; 67.00% to 69.99% = D+; 60.00% to 66.99% = D; 59.99% or lower = F

UNIVERSITY POLICIES

The purpose of the [University Syllabus Policy Statements](#) is to support teaching and learning on the Missouri State campus. The established policies are in place to ensure that students, faculty, and staff may pursue academic endeavors with as few obstacles as possible. As a student at Missouri State University, you are a part of the university community therefore, you are responsible for familiarizing yourself with the [University Syllabus Policy Statements](#). These policies cover topics such as nondiscrimination, disability accommodation, academic integrity, among many others. For program and course specific policies please refer to the individual course syllabus provided by your instructor.

COPYRIGHT AND RECORDING

Class lectures are protected by copyright law and constitute the intellectual property of the faculty member. Accordingly, students are not permitted to record lectures or other class activities unless they have received an approved disability accommodation authorizing such recording, or they have obtained permission from the faculty member prior to recording. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9). The faculty member, however, reserves the right to record lectures or other class activities, and may make any such recordings available to student who have missed a lecture or activity due to illness or another excused reason.

SUICIDE PREVENTION, AVAILABLE SUICIDE PROGRAMS AND RELATED PROCEDURES:

In accordance with Missouri law (Mo. Rev. Stat. §173.1200), Missouri State has established a new policy regarding Suicide Prevention, Available Suicide Programs and Related Procedures. The Suicide Prevention Resource Policy can be found at the following link:

https://www.missouristate.edu/policy/Op1_08-suicide-prevention-available-suicide-programs-and-related-procedures.htm

COPYRIGHT & FAIR USE STATEMENT

This course may contain copyrighted material, the use of which may not have been specifically authorized by the copyright owner. This material is available in an effort to explain issues relevant to the course or to illustrate the use and benefits of an educational tool. The material contained in this course is distributed without profit for research and educational purposes. Only small portions of the original work are being used and those could not be used easily to duplicate the original work. This should constitute a ‘fair use’ of any such copyrighted material (referenced and provided for in section 107 of the US Copyright Law). In other cases, materials reflect the instructor’s original intellectual work, including games, models and other educational tools. These have implied copyright whether previously published or not. If you wish to use any material from this course for purposes of your own that go beyond ‘fair use’, you must obtain expressed permission from the copyright owner.

DISABILITY ACCOMMODATION POLICY FOR STUDENTS

MSU perceives students with disabilities as a valued identity group and integral to our campus diversity. We strive to proactively create usable, equitable, inclusive learning environments. However, due to the design of a University course or program, students with disabilities may experience barriers to their full and meaningful participation. When this occurs students should request an environmental or course adaptation through the process outlined below. It is the policy of Missouri State University to comply with all applicable federal and state laws prohibiting disability discrimination.

The Disability Resource Center (DRC) is the University office responsible for the evaluation and

implementation of reasonable accommodations based on a disability. The DRC provides resources and collaborates with all students with disabilities. The DRC is the entry point for all disability resources and accommodations for the Springfield Campus. Students interested in receiving a reasonable accommodation must contact the DRC information: Meyer Library, Suite 111, 417-836-4192 (voice) or 417-836-6792 (TTY), MissouriState.edu/Disability.

On the West Plains and Mountain Grove Campuses, students should contact the Advisement and Academic Coaching Center for Empowering Student Success (AACCESS), 128 Garfield, 417-255-7222, WPAACCESS@MissouriState.edu.

Requesting Accommodations

Students with disabilities who experience or anticipate barriers to their participation are encouraged to request accommodations by going through the following process. Students should request accommodations as soon as a barrier to participation is anticipated as accommodations cannot be provided retroactively. Distance learning students should follow this same accommodation process. Students with disabilities should contact the DRC for an appointment. The purpose of the appointment is to discuss the barriers the student has experienced or anticipates. Students should then complete the online [request for accommodation form](#) and submit it. Students may also fill out a hardcopy form through the appropriate resource office computer, then familiarity with local “hotspots” might also serve you well. It is your responsibility to actively and proactively address technical problems, therefore, develop a plan to address technical problems before they arise. If you need assistance with Blackboard the MSU helpdesk can be reached by phone at 417-836-5891 or by emailing HelpDesk@MissouriState.edu. You can also visit the Help Desk website for a live chat option.

COURSE CALENDAR: TOPICS, ASSIGNMENTS AND CACREP STANDARDS

Statement of Flexibility: Please note that the course calendar, my office hours, etc. are subject to change due to inclement weather, student needs, instructional delays, etc. I will communicate any changes that may occur through the course announcements on Blackboard.

Week	Date	Readings	Topics	2016 CACREP Standards Addressed Per Week	Assignments/Experiences
1	8-22		Syllabus, Introductions, discussion of course and history, rationale and types of group counseling	theoretical foundations of group counseling and group work (2.F.6.a); types of groups and other considerations that affect conducting groups in varied settings (2.F.6.f)	
2	8-29	Yalom & Leszcz Chapter 1-2; Appendix A; Reflective Practice & Feedback Documents	Therapeutic Factors in Group Work; Foundations of Group Work	theoretical foundations of group counseling and group work (2.F.6.a); therapeutic factors and how they contribute to group effectiveness (2.F.6.c)	Informed Consent Due
3	9-5	No Class			
4	9-12	Yalom & Leszcz Chapter 3-4 Group Work Ethics (blackboard); Social Justice in GW (blackboard)	Ethics in Group; Social Justice in Group Work; Group Dynamics, Forming a Group, Stages & Leadership	ethical and culturally relevant strategies for designing and facilitating groups (2.F.6.g); dynamics associated with group process and development (2.F.6.b); therapeutic factors and how they contribute to group effectiveness (2.F.6.c);	
5	9-19	Yalom & Leszcz Chapter 5-6	Leadership	characteristics and functions of effective group leaders (2.F.6.d);	
6	9-26	Yalom & Leszcz Chapter 7-8	Leadership, Selecting Group Members	characteristics and functions of effective group leaders (2.F.6.d); approaches to group formation, including recruiting, screening, and selecting members (2.F.6.e); direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock	Group Experience; Group Journal

				hours over the course of one academic term (2.F.6.h)	
7	10-3	Yalom & Leszcz Chapter 9	Group Work, Beginning Group	dynamics associated with group process and development (2.F.6.b);; direct experiences in which students participate as 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 (2.F.6.h)	Group Experience; Group Journal
8	10-10	Yalom & Leszcz Chapter 10	Advanced Group Work Dynamics and Leadership	dynamics associated with group process and development (2.F.6.b); characteristics and functions of effective group leaders (2.F.6.d); direct experiences in which students participate as 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 (2.F.6.h)	Group Experience; Group Journal
9	10-17	Yalom & Leszcz Chapter 11	Maintaining a Group: Dynamics, Leadership	dynamics associated with group process and development (2.F.6.b); characteristics and functions of effective group leaders (2.F.6.d); ethical and culturally relevant strategies for designing and facilitating groups (2.F.6.g); direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours (2.F.6.h)	Group Experience; Group Journal
10	10-24	Yalom & Leszcz Chapter 12	Challenging Group Members	dynamics associated with group process and development (2.F.6.b); characteristics and functions of effective group leaders (2.F.6.d);; direct experiences in which students participate as 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 (2.F.6.h)	Group Experience; Group Journal
11	10-31	Yalom & Leszcz Chapter 14	Online Groups	dynamics associated with group process and development (2.F.6.b); characteristics and functions of effective group leaders (2.F.6.d); ethical and culturally relevant strategies for designing and facilitating groups (2.F.6.g); direct	Group Experience; Group Journal

				experiences in which students participate as 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 (2.F.6.h)	
12	11-7	Yalom & Leszcz Chapter 15	Specialized Therapy Groups	theoretical foundations of group counseling and group work (2.F.6.a); dynamics associated with group process and development (2.F.6.b); characteristics and functions of effective group leaders (2.F.6.d); ethical and culturally relevant strategies for designing and facilitating groups (2.F.6.g); direct experiences in which students participate as 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 (2.F.6.h)	Group Experience; Group Journal
13	11-14	Yalom & Leszcz Chapter 13	Procedures in Group Work: Assessment, Notes	ethical and culturally relevant strategies for designing and facilitating groups (2.F.6.g); direct experiences in which students participate as 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 (2.F.6.h)	Group Experience; Group Journal
14	11-21	Group Termination (blackboard)	Group Termination	characteristics and functions of effective group leaders (2.F.6.d); direct experiences in which students participate as 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 (2.F.6.h)	Group Experience; Group Journal
15	11-28	Group Work for Children & Adolescents (blackboard)	Groups for Children & Adolescents	theoretical foundations of group counseling and group work (2.F.6.a); dynamics associated with group process and development (2.F.6.b); characteristics and functions of effective group leaders (2.F.6.d); approaches to group formation, including recruiting, screening, and selecting members (2.F.6.e); types of groups and other considerations that affect conducting groups in varied	Group Experience; Group Journal; Group Manual

				settings (2.F.6.f), direct experiences in which students participate as 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 (2.F.6.h)	
16	12-5	None	Final Group	direct experiences in which students participate as 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 (2.F.6.h)	Group Experience; Group Journal