

North Carolina Central University  
Department of Counseling and Higher Education

**CON 5351-OL1 Principles and Procedures in Group Counseling  
Spring 2025 Syllabus**

**Counselor Education Mission:**

*North Carolina Central University is located in Durham, a fairly urban area in central North Carolina. Nearby regions include rural areas, as well as the Research Triangle Park. The Counselor Education Program prepares professional counselors to work in career, school, and mental health settings who promote development across the lifespan, advocate for systemic change, and respond to the complexity of human needs associated with a diverse society. Faculty are expected to teach and mentor students, serve the community and profession, and conduct and disseminate research.*

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**Office Hours:**

Tuesdays 10:00am – 3:00pm

**Location:** On-campus office 2123

Wednesday 12:00pm – 3:00pm

**Location:** On-campus office 2123

Thursday 12:00pm – 2:00pm

**Location:** Virtual via Zoom by appointment

**Zoom link for virtual Meetings Information:**

<https://nccu-edu.zoom.us/j/3667194262?pwd=Mr8ljqmXRa3Wh6BcA1PJh5GUfbg9bi.1>

Meeting ID: 366 719 4262

Passcode: NCCUCE25

\* If you are scheduling a time to meet with me during office hours please email in advance. Or if you want to schedule a Zoom meeting or a phone meeting, please email me to set up an appointment. This will help me coordinate student visits and/or meetings.

**Zoom Link for weekly classes:**

Topic: CON 5351 Group Counseling (Thursday 4pm)

Start date and Time: Jan 16, 2025 04:00 PM Eastern Time (US and Canada) Every week on Thu, until May 8, 2025, 17 occurrence(s)

<https://nccu-edu.zoom.us/j/86919882633?pwd=6pvPb3tPuRteJKVrrUruaAlvOr3ITw.1>

Meeting ID: 869 1988 2633

Passcode: 991513

**Mandatory Residency Dates:** Mandatory residency on campus: April 16-17; 9am-4:30pm  
School of Education.

**Prerequisite(s):** Theories of Counseling and Ethics courses

## **II. Course Description**

This course is designed to provide an understanding of the dynamics, processes, and functions of group work in guidance activities and in counseling. Students will be able to identify the therapeutic forces for behavioral change within a counseling group. They will demonstrate the skills to lead a group, and through participation in a group, demonstrate their ability for interaction and growth. This course is a 3-semester hour graduate credit class and is a requirement for all degree tracks and counselor education majors. The primary purpose of this course is to assist students in developing group counseling skills to becoming an effective group facilitation leader. The course will be a blended experience which involves a synchronized online class with a three-day on campus residency.

## **III. Methods of Instruction**

Part of this class is experiential and involves leading a group as well as serving as a group member. Both your leadership or co-leadership and your participation as a group member will highly influence your grade and successful completion of this course. Students will also learn through lecture, reading, and active participation in the class setting, videos, and practice simulations. Students will be expected to participate in discussions supported by readings and in-class experiential exercises during residency.

## **IV. Student Learning Outcomes**

**CACREP (2024) STANDARDS ADDRESSED IN THE COURSE**

<b>CON 5351 - Student Learning Outcomes and CACREP Standard</b>	<b>Method for Obtaining Outcome</b>	<b>Method for Evaluation of Outcome</b>
<p>The corresponding 2024 CACREP Standards are listed with each objective. This class serves primarily to meet the curricular expectations for one of the eight common core areas (Group Counseling – CACREP Section 3.F).</p> <p>Students will be able to:</p>		
Identify theoretical foundations of group counseling and group work (CACREP 3.F.1.)	Readings, Classroom discussions, Group Practice Assignments, Videos, Discussion Boards	Client Population Paper and Presentation, Group Practice Assignments, Discussion Boards, Rogers Video Assignment
Identify dynamics associated with group process and development (CACREP 3.F.2)	Readings, Classroom discussions, Group Practice Assignments, Videos, Discussion Boards	Client Population Paper and Presentation, Group Practice Assignments, Discussion Boards, Rogers Video Assignment
Identify and research therapeutic factors of group work and how they contribute to group effectiveness (CACREP 3.F.3)	Readings, Classroom discussions, Group Practice Assignments, Videos, Discussion Boards,	Client Population Paper and Presentation, Group Practice Assignments, Discussion Boards, Rogers Video Assignment
Identify characteristics and functions of effective group leaders (CACREP 3.F.4)	Readings, Classroom discussions, Group Practice Assignments, Videos, Discussion Boards	Client Population Paper and Presentation, Group Practice Assignments, Discussion Boards, Rogers Video Assignment
Describe approaches to group formation, including recruiting, screening, and selecting members (CACREP 3.F.5)	Readings, Classroom discussions, Group Practice Assignments, Discussion Boards	Client Population Paper and Presentation, Group Practice Assignments, Discussion Boards,
Address application of technology related to group counseling and group work (CACREP.3.F.6)	Readings, Classroom Discussions	Discussion Boards

Describe types of groups and other considerations that affect conducting groups in varied settings (CACREP 3.F.7)	Readings, Classroom Discussions,	Client Population Paper and Discussion Boards
Address culturally sustaining and developmentally responsive strategies for designing and facilitating groups (CACREP 3.F.8)	Readings, Classroom discussions, Group Practice Assignments, Videos, Discussion Boards	Client Population Paper and Presentation, Group Practice Assignments, Discussion Boards, Rogers Video Assignment
Understand ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities (CACREP 3.F.9)	Readings, Classroom discussions,	Discussion Boards
Participate in 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 CACREP 3.F.10) (Key Performance Indicator: Students participate as group members and group facilitators	Readings, Classroom discussions, Group Practice Assignments, Videos, Discussion Boards	Client Population Paper and Presentation, Group Practice Assignments, Discussion Boards, Rogers Video Assignment
*Demonstrate leadership and facilitation of group components, including group process, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work to the counseling practice (S); <b>Key Performance Indicator for Group Counseling and Group Work)</b>	Participation as a facilitator and member in the group practice and group counseling residency.	Group Counseling Feedback from professors, colleagues and instructors; CSDAT feedback evaluations; Group Counseling Facilitation Group Residency Personal Reflection

#### IV. Texts, Materials, and Resources Required:

1.Jacobs, E., Schimmel, C., Masson, R. L., & Harvill. (2016). *Group counseling: Strategies and skills*. Cengage Learning.978-1-305-08730-9 (Cengage/MindTap Textbook)

2.American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

### **Videos:**

Yalom, I. (2020). Understanding group psychotherapy-volume I: Outpatients. *Psychotherapy.net*. Retrieved from <https://www-psychotherapy-net.ezproxy.nccu.edu/stream/nccu/video?vid=008>

Yalom, I. (2020). Understanding group psychotherapy-volume II: Inpatients. *Psychotherapy.net*. Retrieved from <https://www-psychotherapy-net.nccu.idm.oclc.org/stream/nccu/video?vid=009>

If these links do not work you can also follow the instructions below to to access the videos.

- Be sure to login to myeol first
- Use the link below to take you to the library website
- <https://www.nccu.edu/library>
- Scroll down and select “Research Databases”
- Databases are listed in alphabetical order. Select “P”
- Scroll until see psychotherapy.net video collection
- From there you can search “Irvin Yalom Group Therapy”

### **Optional Extra Reading**

Tate, Christie. (2020). *Group: How One Therapist and a Circle of Strangers Saved My Life*. Avid Reader Press / Simon & Schuster

Bellafiore, D. R., Colón, Y., & Rosenberg, P. (2004). Online counseling groups. *Online counseling: A handbook for mental health professionals*, 197-216.

Capuzzi, D., Gross, D. R., & Stauffer, M. D. (2010). *Introduction to Group work* (5th ed.). Love Publishing.

Corey, G., Corey, M. S., & Haynes, R. (2006). *Student workbook for groups in action: Evolution and challenge*. Brooks/Cole.

Guth, L. J., Pepper, E. L., Stephens, A. F., Pollard-Kosidowski, B. L., & Garrow, J. (2021). Ten tips for the facilitation of virtual groups, *The Journal for Specialists in Group Work*, 46 (4), 309-321, DOI: [10.1080/01933922.2021.1984620](https://doi.org/10.1080/01933922.2021.1984620)

Paleg, K. & Jongsma, A. E. (2015). *The group therapy treatment planner, with DSM-5 updates* (3rd ed.). Practice Planners. Wiley. ISBN: 1-119-07318-9

### **V.Canvas**

The syllabus, assignments, grading rubrics, readings, and other materials related to the course can be found in Canvas. Please ensure that you have complete access to the course in Canvas by the end of the first week of class. If you have questions about your Canvas account, please contact the campus Helpdesk at [nccu.edu/facultyandstaff/its/helpdesk.cfm](http://nccu.edu/facultyandstaff/its/helpdesk.cfm) or contact the Eagle Technical Assistance Center (ETAC) at 919-530-7676.

## **VI. Course Policies**

### **Attendance**

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. All class and residency attendance are mandatory. Instructors will keep attendance records in all classes. Observance of videoconferencing etiquette and in person meetings is mandatory. Put cell phones and any other devices away including laptops that are not for the purpose of class. Punctuality and participation are necessary to accomplish the goals of the course.

If there are extenuating circumstances that come up, it is the student's responsibility to inform the instructor of any authorized absence and to make up all work. Points will be taken off from the participation/ disposition grade for unexcused absences, unexcused lateness, and lateness of assignments.

### **Respect**

Students are expected to assist in creating and maintaining an environment that is conducive to learning. All members of the learning community will demonstrate such respect by refraining from distracting, discourteous, or harmful behavior. Students are expected to practice classroom confidentiality: in other words, whatever is discussed in the classroom is expected to remain in the classroom. Emotional safety is paramount. Disrespecting another's racial, religious, gender, sexual, or other identity; attacking another's point of view etc. will not be tolerated.

### **Confidentiality: During Group Work**

Sharing in group can be anxiety-provoking and personal and all information discussed in the group needs to be kept confidential. This means to not discuss any information shared or the reactions of any member of the group with anyone outside of the group. As self-exploration is an integral part of this course, you must decide for yourself what and how much you want to share about yourself. You will not be evaluated on the basis of how much or the nature of

what you disclose about yourself; however, to get the most out of the experience, you are encouraged to challenge yourself and take interpersonal risks.

### **Assignments**

All assignments must be completed and turned in via canvas on time. Late assignments are subject to grade penalties. Five points will be deducted for each day the assignment is late. If you do turn in an assignment late, please *email* the instructor.

All written assignments are to be typed in Times New Roman, 12-point font, double-spaced, with 1" margins and a cover page. All sources used must be referenced in APA style. Cover pages and reference pages are not counted toward the required page length.

## **VII. University Policies**

### **Academic Honesty Policy**

North Carolina Central University views academic honesty as a critical value protecting the transmission of knowledge. Academic dishonesty is a serious violation and includes providing/receiving unauthorized assistance with papers, projects, and exams; presenting, as one's own, another's words/ideas without acknowledgement; presenting the same papers/projects for credit in two classes without explicit professor permission; and using undocumented internet information. The use of any form of AI (Artificial Intelligence) on class assignments such as papers would be considered Academic dishonesty. Academic dishonesty will result in a grade of "F" in the course.

### **Statement of Inclusion/Non-Discrimination**

North Carolina Central University is committed to the principles of affirmative action and nondiscrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

### **Student Accessibility Services (formerly Student Disability Services)**

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or [sas@nccu.edu](mailto:sas@nccu.edu) to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at [www.nccu.edu/sas](http://www.nccu.edu/sas) and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with SAS.

*Confidentiality and Mandatory Reporting*

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Regulations and Rules website at [www.nccu.edu/policies](http://www.nccu.edu/policies). Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or [TitleIX@nccu.edu](mailto:TitleIX@nccu.edu), or submitting the online form through the Title IX Reporting Form, located at [www.nccu.edu/titleix](http://www.nccu.edu/titleix).

*Other Campus Programs, Services, Activities, and Resources* Other campus resources to support NCCU students include:

- Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, [studentadvocacy@nccu.edu](mailto:studentadvocacy@nccu.edu).
- Counseling Center. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2<sup>nd</sup> Floor, (919) 530-7646, [counseling@nccu.edu](mailto:counseling@nccu.edu).
- University Police Department. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, [nccupdinfo@nccu.edu](mailto:nccupdinfo@nccu.edu).

*NCCU Student Code of Conduct (Code)*

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct



themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the NCCU Student Code of Conduct (Code). The Code outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the Code.

In addition to community standards to which all students are accountable, the Code outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the NCCU Student Code of Conduct.

## **VIII. Course Assignments**

### **Assignment 1: Participation (40 points) and Disposition (60 points)**

Class attendance and participation will comprise a major part of the final grade. This will be based upon active participation in discussions, simulated situations, demonstrated knowledge of assigned reading and completion of assignments. Part of this class is experiential and involves leading a group as well as serving as a group member. Both your leadership and your participation as a group member will influence your participation grade.

As a part of your attendance and participation evaluation, students are graded regarding the following criteria:

- 1) Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
  - 2) Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery
  - 3) Demonstration of effective leadership skills
  - 4) Active engagement in class activities and participation. Students are expected to fully engage in modules and synchronous meetings including discussions, experiential activities, self reflection, and practice exercises. Engagement includes completion of all readings and tasks outside of class, as well as active contributions in class.
  - 5) Contributions to class discussion displaying critical and creative thinking skills
- (\*\*See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.)

As your instructor, I do not foresee there being any concerns about professional behaviors; each of you have demonstrated these behaviors, as evidenced by acceptance into the program. If there is a reason for me to have any concern about a student's dispositions and there is a potential for the student to receive a less than ideal evaluation in this area, I will be in contact with that student to address the concern.

### **Assignment 2: Discussion Board Reflections**

Students will be asked to respond to 8 discussion boards for reflection outside of class. You will need to respond to at least two of your colleagues to receive full credit. Each board/post is worth 10 points for a total of 80 points.

### **Assignment 3: Understanding Group Psychotherapy Video Series by Rogers**

Watch the two psychotherapy group sessions (by Rogers in the library collection).

1. Watch the Rogers group sessions (Understanding Group Psychotherapy I & II).
2. After watching the psychotherapy group sessions, you will answer the questions uploaded in canvas. Please upload your responses in canvas due **Feb. 13<sup>th</sup>**.

### **Assignment 4: Group Counseling Practice Key Performance Indicator for Group Counseling and Group Work)**

*This assignment is meant to assess your knowledge, skills, and/or dispositions and represents a Key Performance Indicator for students in our program. Should you not demonstrate the knowledge, skills, and/or dispositions at the appropriate level you will be asked to re-do the assignment. The KPI equals the total points for 4A,B,C,D*

#### **4.A.Practice Group Counseling Facilitation (co-facilitators):**

This assignment refers to you facilitating a practice group during the semester. Co-facilitators will be assigned. You will develop a practice group session. The topics will be the topics chosen from where we are with the content in the textbook. The experiential group you will co-lead should last 45 minutes. Remember to use your attending, facilitating skills, feeling reflections, paraphrasing, summarizing, linking, confronting, blocking, and be present. Group members will be asked to work on some goals/wellness goals during the semester's group experience and the co-facilitators will create an adaptable structure that incorporates content from the chapter, helps members work on goals, and provides a flexible activity that keeps the group growing and working in a fluid manner. Students will sign up for a practice date at the beginning of the semester and submit to the course instructor the Practice Session Proposal form the **Thursday before their session** to plan and get feedback on the focus of the group they will facilitate. The form for the Practice Session Proposal is uploaded in canvas. There will be a folder in canvas to submit this completed form. The 50 points for the assignment include submitting the practice session proposal on time and the facilitation of the practice session.

**4.B.Residency Group Counseling Facilitation (co-facilitators):** This assignment refers to facilitating a group session during the group residency. The experiential group you will lead should last 45 minutes. Co-facilitators will be assigned. Remember to use your attending, facilitating skills, feeling reflections, paraphrasing, summarizing, linking, confronting, blocking, and be present. Students will receive written feedback from peers on the Residency Peer Evaluation form as part of residency as well as the course instructor and visiting faculty member. You will be paired with a co-facilitator and continue to work on member goals and come up with an activity that embodies the themes and focus of the group at that point in the semester when the residency occurs. On **March 20<sup>th</sup>** you will be asked to submit the Residency Session Proposal form to get instructor feedback on the focus of your residency

group. The Residency Session Proposal form is uploaded in canvas. The 100 points for 4.B. include submitting a thoughtful proposal form on time and facilitating the group at residency. There will be a folder in canvas to submit this form.

This experience will provide learners the opportunity to:

- 1) Demonstrate group leadership skills and counseling skills;
- 2) Discuss and observe group dynamics and processes;
- 3) Provide feedback and self-disclose to peers in a facilitative and supportive manner.

#### **4.C.; Group Residency Personal Reflection**

Write and submit a written 3-5 page reflection on your thoughts and feelings about serving as a facilitator during group residency. Provide a self critique including what you thought went well/strengths as well as growth areas incorporating your own thoughts as well as peer and faculty feedback. This reflection paper is due **May 1<sup>st</sup>** . Please upload in canvas.

#### **4.D. - Group Process Notes**

The group process notes will be due the same time as the personal reflection paper. The Group Note is used to assess the effectiveness of activities and to evaluate group interactions over time. Information is compiled by the co-leader concerning the activities used, member participation styles, and process issues. Please review a sample of the group notes in canvas and follow that template. The group process note is due in canvas **May 1<sup>st</sup>**.

#### **Assignment 5 : Client Population Presentation (Due May 1<sup>st</sup>)**

**\*Student will need to record themselves presenting their powerpoint presentation\***

Client Population Presentation: Select a population (e.g. bully group, eating disorder group, depressed adolescent, divorce group) that you expect to encounter in your fieldwork experience or professional work.

**In a 15 minute powerpoint presentation and video recording please address the following:**

Introduce a group with a specific client population you are very excited about working with. Use five current articles to create a literature review on what has been written and research on group interventions with your particular group focus. Remember also to list them as references at the end of your powerpoint.

(Current means no older than 7 years)

Discuss your group plan including and not limited to:

What kind of group and what kind of leader do you want to be?

- How will you screen group members?
- How many sessions, how long, and what will the structure of the sessions?
- How will theory connect to your group?

What developmental variables do you need to consider as the group counselor when thinking about the population you are working with?

What multicultural variables do you need to consider as the group counselor when thinking about the population you are working with?

What potential problems or challenging group members could you see coming up in this group and how specifically will you address those?  
 What strategies or activities might you use? (Create a tentative plan of sessions with how you will generally open, work, and close the group.)  
 The goal here is to create a group and integrate what you have learned from the test, discussions and residency and put those into a group you want to lead.

Note: **Counseling Skills & Dispositions Assessment (CSDAT)**

The CSDAT is the formal assessment used at various points in the program to assess student progress. The instructor will complete this assessment providing students' feedback towards the end of the semester in a written format on **April 18<sup>th</sup>**.

**IX. Grade Evaluation**

<b>Course Requirement</b>	<b>Points</b>	<b>Due Date</b>
Assignment 1: Participation (40 points) and Disposition (60 points) grade	Participation 40 Disposition 60	End of the semester
Assignment 2: Discussion Board Reflections	80 (8 DB at 10 points each)	Due on assigned weeks by 11:59 on Wednesdays before class
Assignment 3: Yalom Group Psychotherapy Video	60	Questions due on both videos Feb. 20 <sup>th</sup>
Assignment 4: Group Counseling Practice 4.A. Practice Group Counseling Facilitation 4.B. Residency Group Counseling Facilitation 4.C. Group Residency Personal Reflection 4.D. Group Process Notes	A: 50 B: 100 C: 50 D: 10	A. TBD (proposal for group structure submitted the Thursday before the assigned group.) B. April 16-17 (proposal submitted March 20 <sup>th</sup> for group structure)

		C. May 1 <sup>st</sup> D. May 1 <sup>st</sup>
Assignment 5 : Client Population Presentation	Presentation 100	Due May 1 <sup>st</sup>
CSDAT (to be completed by instructor)	50	Due to students on April 18th

### Grading Scale

This course will be graded using an A to F-system as follows:

#### Grading Scale:

<b>A</b>	521-600
<b>B</b>	451-520
<b>C</b>	400-450
<b>F</b>	< 400

### X. Course Schedule

Date	Focus	Readings/Assignments Due
Week 1: January 16 <sup>th</sup>	Introductions to each other, the course, and sign ups	
Week 2: January 23 <sup>rd</sup>	Chapter 1: and First Group Session 1 <sup>st</sup>	Text Chapter 1
Week 3: January 30 <sup>th</sup>	Chapter 2: Stages of Group, Group Process, and Therapeutic Forces 2 <sup>nd</sup> group session	Text Chapter 2 Discussion Board 1 Due
Week 4: February 6 <sup>th</sup>	Chapter 3: Purposes of Groups Chapter 4: Planning 3 <sup>rd</sup> group session	Text Chapters 3 & 4 Discussion Board 2 Due
Week 5: February 13 <sup>th</sup> <b>Group 1</b>	Chapter 5: Beginning Stages and Beginning Phase of Group Chapter 6: Basic Skills for Group Leaders 4 <sup>th</sup> group session	Text Chapter 5 & 6 Discussion Board 3 due
Week 6: February 20 <sup>th</sup> <b>Group 2</b>	Chapter 7: Focus	Text Chapters 7 & 8 Yalom Video Assignment Due

	Chapter 8: Cutting Off, and Drawing Out 5 <sup>th</sup> group session	
Week 7: February 27 <sup>th</sup> <b>Group 3</b>	Chapter 9: Rounds and Dyads Chapter 10: Exercises 6 <sup>th</sup> group session	Text chapter 9 & 10,  Discussion Board 4 Due
Week 8: March 6 <sup>th</sup> <b>Group 4</b>	Chapter 11: Introducing, Conducting, and Processing Exercises Chapter 12: Leading the Middle Stage of a Group  7 <sup>th</sup> group session	Chapter 11 & 12
<b><u>Week 9: (No class on March 13<sup>th</sup> because of spring break)</u></b>	<b><u>(No class on March 13<sup>th</sup> because of spring break)</u></b>	<b><u>(No class on March 13<sup>th</sup> because of spring break)</u></b>
Week 10: March 20 <sup>th</sup> <b>Group 5</b>  <b><u>Residency Session Proposal Due</u></b>	Chapter 13: Using Counseling Theories in Groups Chapter 14: Counseling and Therapy in Groups 8 <sup>th</sup> group session <b><u>Residency Session Proposal Due</u></b>	Chapters 13 & 14  <b><u>Residency Session Proposal Due</u></b> Discussion Board 5 Due
Week 11: March 27 <sup>th</sup> <b>Group 6</b>	Chapter 15: Closing a Session or Group Chapter 16: Dealing with Problem Situations 9 <sup>th</sup> group session	Chapter 15 & 16  Discussion Board 6 Due
Week 12: April 3 <sup>rd</sup>	Chapter 17: Working with Specific Populations 10 <sup>th</sup> group session	Chapter 17
Week 13: April 10 <sup>th</sup>	<b>Zoom Meetup to Discuss Residency</b>	<b>Zoom Meetup to Discuss Residency</b>  Discussion Board 7 Due  Group Residency Reflection and Process Note is due May 1 <sup>st</sup> .  Client Population Presentation Due May 1 <sup>st</sup>
<b><u>Residency</u></b>  Week 14: April 16 <sup>th</sup> - 17 <sup>th</sup>	<b><u>Residency</u></b>	<b><u>Residency</u></b>  Group Residency Reflection and Process Note is due May 1 <sup>st</sup>

		Client Population Presentation Due May 1 <sup>st</sup>
Week 15: April 24 <sup>th</sup>	Wrap Up	<p>Group Residency Reflection and Process Note is due May 1<sup>st</sup></p> <p>Client Population Presentation Due May 1<sup>st</sup> .</p> <p>You will also upload your presentation as your 8<sup>th</sup> and final discussion board.</p>
Week 16: May 1 <sup>st</sup>	TBD for “reading day” on university calendar	Client Population Presentation Due May 1 <sup>st</sup>