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

Course Format:
This course will use a variety of teaching methods including readings, discussions, class activities, experiential groups, and case conceptualizations. 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.

Required Texts:


Recommended Texts:


Face-to-Face Lecture
Typically meets once each week in 150-minute segments for 15 weeks, but the format could possibly change because of COVID-19 restrictions for class capacity. 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.
Diversity Statement
The James I. Perkins College of Education is committed to proactively recruiting and retaining a diverse faculty, staff, and student population. Through open dialogue, mutual respect, and shared responsibility, faculty, staff, and students will demonstrate an understanding and sensitivity to ethnicity, race, gender, exceptionalities, culture, language/dialect, age, social class, family structure, sexual orientation, religion, and spiritual values in order to enhance the quality of life in a diverse, global community.

COVID-19 MASK POLICY
Masks (cloth face coverings) are encouraged to be worn over the nose and mouth in this class and appropriate physical distancing should be observed.

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.

The mission of the Perkins College of Education (PCOE) is to prepare competent, successful, caring and enthusiastic professionals from diverse backgrounds dedicated to responsible service, leadership, social justice and continued professional and intellectual development in an interconnected global society. As such, the Masters of Arts degree in Professional Counseling located in the Department of Human Services in the PCOE supports this mission. Specifically, as described in this syllabus, PCOU 5333 follows the mission, vision and core values of the PCOE as they align with the counseling curriculum, clinical experiences, and assessments.

Objectives/Learning Outcomes:
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. Develop a group proposal influencing the organization of a group in several settings

COMPETENCIES/STANDARDS/GOALS

<table>
<thead>
<tr>
<th>CACREP Standards and Student Learning Outcomes</th>
<th>Methods of Instruction</th>
<th>Method of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.F.6.a Understands the theoretical foundations of group counseling and group work</td>
<td>Readings, lectures, research for assignment</td>
<td>Creating Group Proposal, exam</td>
</tr>
<tr>
<td>PLO - Helping Relationships (CACREP F.5, F.6)</td>
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<tr>
<td>2.F.6.b Comprehends the dynamics associated with group process and development</td>
<td>Readings, lectures, videos, experiential group</td>
<td>Reflection papers, experiential/participation journal, group proposal, exam</td>
</tr>
<tr>
<td>PLO - Helping Relationships (CACREP F.5, F.6)</td>
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<td></td>
</tr>
<tr>
<td>2.F.6.c Recognizes therapeutic factors and how they contribute to group effectiveness</td>
<td>Readings, lectures, videos, experiential group</td>
<td>Reflection papers, experiential/participation journal, group proposal, exam</td>
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<tr>
<td>PLO - Helping Relationships (CACREP F.5, F.6)</td>
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<tr>
<td>2.F.6.d Understands characteristics and function of effective group leaders</td>
<td>Readings, lectures, videos, experiential group</td>
<td>Reflection papers, experiential/participation journal, group facilitation plan, experiential group, exam</td>
</tr>
<tr>
<td>PLO - Helping Relationships (CACREP F.5, F.6)</td>
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<tr>
<td>2.F.6.e Grasps approaches to group formation, including recruiting, screening, and selecting members</td>
<td>Readings, lectures, research for assignment</td>
<td>Group proposal, exam</td>
</tr>
<tr>
<td>PLO - Helping Relationships (CACREP F.5, F.6)</td>
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<tr>
<td>2.F.6.f Distinguishes types of groups and other considerations that affect conducting groups in varied setting</td>
<td>Reading, lectures</td>
<td>Reflection papers, group proposal, exam</td>
</tr>
<tr>
<td>PLO - Helping Relationships (CACREP F.5, F.6)</td>
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<td></td>
</tr>
<tr>
<td>2.F.6.g Uses ethical and culturally relevant strategies for designing and facilitating groups</td>
<td>Readings, lectures, research for assignment</td>
<td>Reflection papers, group proposal, exam</td>
</tr>
<tr>
<td>PLO - Professional Orientation and Ethical Practice (CACREP F.1)</td>
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Kirby Group Fall 2021

<table>
<thead>
<tr>
<th>PLO - Social and Cultural Diversity (CACREP F.2)</th>
<th>PLO - Helping Relationships (CACREP F.5, F.6)</th>
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</thead>
<tbody>
<tr>
<td>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</td>
<td>In vivo experience</td>
</tr>
<tr>
<td>Attendance and participation in an experiential group, experiential/participation journal, group facilitation plan</td>
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</tbody>
</table>

COURSE REQUIREMENTS:

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 provide journal reflections of personal group experiences.
3. Provide facilitator feedback each week or points will be deducted from participation grade.
4. Evaluate and create a group model and apply theory to the group.
5. Complete 1 examination.
6. Make valid contributions to class discussions.

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.

Experiential Group and Participation Journal: 200 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, but also being a facilitator is required. 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. Starting with Journal 2 - Students will complete a journal entry consisting of at least one to two double-spaced pages for each session. Each of the entries should 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 double-spaced pages and is due the Sunday after 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.

Group Facilitator: 50 Points. After you develop the group facilitation plan you will be evaluated for being a group facilitator.

Group Proposal Project: 200 points. MUST BE SUBMITTED IN D2L and IN LIVETEXT. Students will develop a proposal for a psychoeducational/therapeutic 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 THE PROPOSAL MUST BE CHECKED FOR GRAMMAR, SPELLING, AND PUNCTUATION ERRORS with functions that are included in the software used to complete the assignment.

GRADING

<table>
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<tr>
<th>Journals</th>
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<tr>
<td>Final Journal Reflection</td>
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<tr>
<td>Participation in Class</td>
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<tr>
<td>Group Facilitation Plan</td>
<td>50</td>
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<tr>
<td>Group Facilitator</td>
<td>50</td>
</tr>
<tr>
<td>Group Proposal</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>50</td>
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</tbody>
</table>

TOTAL 630

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

Course Expectations

**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 email 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.

**FEM Statement:** FEM is used for field experiences, practicum, and internships in a way to document the offsite experiences.

**Course Evaluations:**  
Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. 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**

**Class Attendance and Excused Absence: Policy 6.7**
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored
events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence. 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 Accommodation for Students with Disabilities: Policy 6.1 and 6.6**

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 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/](http://www.sfasu.edu/disabilityservices/)

**Academic Integrity (A-9.1)**

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.

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

**Student Academic Dishonesty: Policy 4.1**

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

**Definition of Academic Dishonesty**

Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one’s own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

**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.msresource.com/format.html](http://www.msresource.com/format.html)
[http://owl.english.purdue.edu/owl/printable/589/](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.*

**Penalties for Academic Dishonesty**
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. Even if plagiarism is accidental you will still receive consequences in my class. Consequences could be a zero for the assignment, a failing grade in the course, written up remediation plan to address academic integrity concerns, or removal from the Professional Counseling Program.

**Student Appeals**
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

**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**
Disruptive Behavior--Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. 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.

**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

**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.


**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 requester 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

Counseling and Mental Health Services

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401
**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

***RUBRICS will be provided for all assignments in D2L

<table>
<thead>
<tr>
<th>DATE</th>
<th>CHAPITERS and CLASS DISCUSSION</th>
<th>Readings/Assignments</th>
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</thead>
<tbody>
<tr>
<td>Aug 24</td>
<td>Introduction/Orientation</td>
<td>In class activity</td>
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<td>Syllabus Review</td>
<td>Journal Due to D2L by Sunday at Midnight</td>
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<td>Schedule</td>
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<tr>
<td></td>
<td>Discussing format of class</td>
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<tr>
<td></td>
<td>Discuss Student Perceptions of Group</td>
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<td>Aug 31</td>
<td>Introduction to Group Work</td>
<td>P&amp;P Chapter 1</td>
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<td>Journal Due to D2L by Sunday at Midnight</td>
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<tr>
<td>Sept 7</td>
<td>Group Leadership</td>
<td>P&amp;P Chapter 2</td>
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<td>Journal Due to D2L by Sunday at Midnight</td>
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<tr>
<td>Sept 14</td>
<td>Ethical and Professional Issues</td>
<td>P&amp;P Chapter 3</td>
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<td>Ethical Issues in Group Techniques</td>
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<td>GT Chapter 2</td>
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<td>Journal Due to D2L by Sunday at Midnight</td>
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<td>Sept 21</td>
<td>Theories and Techniques</td>
<td>P&amp;P Chapter 4</td>
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<td>The Role of Techniques</td>
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<td>Journal Due to D2L by Sunday at Midnight</td>
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<tr>
<td>Sept 28</td>
<td>Forming a Group</td>
<td>P&amp;P Chapter 5</td>
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<tr>
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<td>Techniques for Forming Groups</td>
<td>GT Chapter 3</td>
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<td></td>
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<td>Journal Due to D2L by Sunday at Midnight</td>
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<tr>
<td>Oct 5</td>
<td>Attending Conference in Atlanta – Guest Speaker?</td>
<td>P&amp;P Chapter 6</td>
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<td></td>
<td>Initial Stage of Group</td>
<td>GT Chapter 4</td>
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(All dates and assignments subject to change depending on course needs and circumstances. Notices will be provided in advance.)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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| Oct 12 | Techniques for the Initial Stage
Transition of a Group
Techniques for the Transition Stage | Journal Due to D2L by Sunday at Midnight
P&P Chapter 7
GT Chapter 5
Journal Due to D2L by Sunday at Midnight |
| Oct 19 | Working Stage of Group
Techniques for the Working Stage | P&P Chapter 8
GT Chapter 6
Journal Due to D2L by Sunday at Midnight |
| Oct 26 | Final Stage of Group
Techniques for the Final Stage | P&P Chapter 9
GT Chapter 7
Journal Due to D2L by Sunday at Midnight |
| Nov 2  | Group in School Settings                           | P&P Chapter 10
Journal Due to D2L by Sunday at Midnight |
| Nov 9  | Groups in Community Settings                      | P&P Chapter 11
Journal Due to D2L by Sunday at Midnight |
| Nov 16 | TBD                                                | Journal Due to D2L by Sunday at Midnight
Group Facilitation Plan |
| Nov 23 | Thanksgiving Holiday                               |                                            |
| Nov 30 | Group Proposal Presentations                       | Completed Presentation Submitted to D2L |
| Dec 7  | Final Exam                                         | Final Exam                                 |