I. COURSE DESCRIPTION:

Group therapy dynamics, leadership and stages are studied. Group populations and types of groups are discussed. Contains a requirement for practical experience (group facilitation) that involves additional time and work beyond the duration of class meetings and which may extend into the following semester. *Pre-requisite: COUN 520 Principles of Counseling.*

II. REQUIRED READING:


III. SUPPLEMENTAL READING:

1. *Selected books and articles:*


2. **Selected Relevant Websites:**

   Elementary School Counseling:  
   [http://www.elementaryschoolcounseling.org/small-group-counseling.html](http://www.elementaryschoolcounseling.org/small-group-counseling.html)

   American Group Psychotherapy Association:  
   [http://www.agpa.org](http://www.agpa.org)

   American Counseling Association:  
   [http://www.counseling.org/](http://www.counseling.org/)

   American School Counselor Association:  
   [http://www.schoolcounselor.org/](http://www.schoolcounselor.org/)

IV. **COURSE ALIGNMENT WITH CONCEPTUAL FRAMEWORK:**

This course is congruent with the *Conceptual Framework* of the School of Education and Psychology. This Conceptual Framework is aligned, in turn, with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) common core curricular experiences and student learning outcomes established for Clinical Mental Health and School Counseling programs.

**To Serve, To Lead, To Transform**

A. **Mission of the School of Education and Psychology:** Our mission is to prepare all students to be effective professionals who demonstrate a commitment to the pursuit of truth, wholeness, and a life of service in a pluralistic society.

B. **Goal of the School of Education and Psychology:** The goal of the School of Education and Psychology is to facilitate the comprehensive development of professionals as servant leaders in their communities. This goal is realized by providing opportunities for the counselor candidate to become effective in the following roles: (1) a caring person, (2) an informed facilitator, (3) a reflective decision-maker, and (4) a committed professional. Together these roles lay the foundation for the professional excellence on which the counselor education unit bases the CACREP core curricular experiences and expected learning outcomes.

C. **Core Curricular Experiences and Learning Outcomes:**

1. As a Caring Person, the counselor candidate is provided with curricular experiences in the areas of social and cultural diversity, helping relationships, and group work. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:  
   (a) effective counseling, prevention, and intervention;  
   (b) service to clients who represent diverse populations; and  
   (c) advocacy to better the lives of individuals and communities.
2. As an Informed Facilitator, the counselor candidate is provided with curricular experiences in the areas of assessment, human growth and development, and career development. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite for:
   (a) meaningful assessment that facilitates a plan of action,
   (b) diagnosis leading to appropriate treatment, and
   (c) promoting optimal academic development in the school setting.

3. As a Reflective Decision Maker, the counselor candidate is provided with curricular experiences in the area of research and program evaluation. The counselor candidate is then expected to demonstrate knowledge, skills, and practices requisite to:
   (a) conduct research that contributes to the knowledge base of the profession;
   (b) critically evaluate research and apply current information to decision making; and
   (c) conduct meaningful program evaluations that inform development and enhance services.

4. As a Committed Professional, the counselor candidate is provided with curricular experiences in the area of professional orientation and ethical practice. The counselor candidate is then expected to demonstrate the knowledge, skills, and practices requisite to:
   (a) applying and adhering to ethical and legal standards specific to the counseling practice;
   (b) adhering to the professional orientation and roles that are relevant to the counseling practice;
   (c) collaborating and consulting with other professionals, both within the clinical or school setting and with other community professionals;
   (d) utilizing the foundation knowledge specific to the area of counseling practice, and
   (e) leading in the development and management of counseling practice in a clinical or school setting.

V. KNOWLEDGE AND SKILL OUTCOMES:

Upon successful completion of this course, students should be able to:

1. Know the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help). [CACREP MH-C3]*

2. Demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. [CACREP MH-D5]

3. Know the theories and processes of effective counseling and wellness programs for individual students and groups of students. [CACREP SC-C1]

4. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning. [CACREP SC-C5]
VI. METHODS OF INSTRUCTION:

This course will utilize a number of instructional methods, including lecture and discussion; weekly reading summaries; group project and presentation; research paper on similarities and differences between group and individual therapy; in-class group participation; group facilitation.

VII. DIVERSITY CONSIDERATIONS:

Counselors need to develop proficiencies for working with clients and students from diverse backgrounds to ensure that all clients and students have the opportunity to achieve a desired level of emotional and psychological functioning. To help counselor candidates acquire an understanding of diverse client and student characteristics and the ability to maintain an effective therapeutic change environment, this course will specifically explore methods of developing multicultural counselor competence as well as address effective ways to work with diverse client populations (e.g., cultural and ethnic, religious, and sexual orientation) in a group context.

VIII. INCORPORATION OF TECHNOLOGY:

Students will be required to utilize various applications of technology to complete written assignments and oral presentations.

IX. INCORPORATION OF RESEARCH:

1. Students:

Students will complete a research paper outlining the similarities and differences between individual and group therapy, utilizing at least five references (from professional literature resources). Students will also conduct groups and execute planning and facilitation in keeping with best practices reflected in the professional literature resources available to them.

2. Instructors:

The instructor will incorporate counseling-related research to this course by using and infusing into class discussions and activities the professional literature resources listed below. Other research resources will be included as appropriate.


X. COURSE CONTRIBUTION TO THE SEP GOAL OF SERVANT LEADERSHIP AND INTEGRATION OF FAITH AND LEARNING:

As stated above, the goal of the School of Education and Psychology is to facilitate the comprehensive development of counseling professionals as servant leaders in their communities. This course will enable students to develop skills for service in a group therapeutic context. Students will have the opportunity to help promote the mental, emotional, social and spiritual well-being and development of their peers and community populations in student-led group facilitation projects both in class and in the community.

XI. CLASS POLICIES:

1. Special Needs Accommodations:

   In keeping with University policy, any student with a disability who needs academic accommodations should contact Disability Support Services at 236-2574 or stop by Lynn Wood Hall, room 137 to arrange a confidential appointment with the Disability Services Coordinator (DSC) before or during the first week of classes. (Students who request accommodations after the third week of the semester might not complete the process in time to receive accommodations for that semester.) Legally, no retroactive accommodations can be provided. For more details, visit the Disability Support Services website at [www.southern.edu/disabilitysupport](http://www.southern.edu/disabilitysupport).

   Accommodations for disabilities are available only as recommended by Disability Support Services. Students whose accommodations are approved will be provided confidential letters which students should review and discuss with their professors in relation to particular course requirements.

2. Academic Integrity:

   Morally and spiritually, Southern Adventist University is dedicated to scholastic integrity. Consequently, both students and faculty are required to maintain high, ethical Christian levels of honesty.

   *Instructor Responsibilities:*
   
   a) The instructor will explain clearly the requirements for assignments, examinations, and projects.
b) The instructor will assume “no collaboration” is the rule unless he or she states otherwise.

**Student Responsibilities:**

a) Students assume responsibility to avoid plagiarism by learning the proper procedures for acknowledging borrowed wording, information, or ideas. Otherwise students might innocently misrepresent others’ material as their own.

b) Procedures for citing sources must follow the American Psychological Association (APA) writing style. Students unfamiliar with this style should confer with the instructor and make every effort to become familiar with the current *Publication Manual of the American Psychological Association*.

c) Students are to assume that all course work is “no collaboration” unless stated otherwise by the instructor.

The instructor reserves the right to check students’ resources to ensure that appropriate citations have been used. If the instructor suspects that academic dishonesty has occurred, he or she will take the following steps:

1. Privately discuss the incident with the student.
2. After the meeting, if the instructor is convinced the student was dishonest, he or she will file an incident report with the Graduate Dean describing the infraction and the penalty administered. The instructor will also give a copy of the report to the student.
3. In verified instances of academic dishonesty, applied penalties may include the following:
   - Record a failing grade on the exam, assignment, or project.
   - Assign a failing grade in the class.
   - Allow the student to resubmit the assignment with a reduced value for the assignment.
   - Assign the student a paper, project, or activity that improves the student’s understanding of the value and nature of academic integrity.
4. After two reported incidents of academic dishonesty, the Graduate Dean will notify the Dean of the School of Education and Psychology and the Director of Graduate Programs in Counseling. Two incidents also make a student eligible for dismissal from the University.
5. At any point, the student may appeal any of the above actions through the established appeal procedures spelled out in the “Grievance Procedures” section of the current *Counseling Student Handbook*.

### 3. Attendance and Participation:

Students are expected to be present and punctual. Students’ participation and involvement are what will make the class meaningful to them. This is enhanced by having studied the assigned readings ahead of the class sessions in which the specific topics will be discussed (see course schedule for dates), and by bringing questions and observations to add to the class discussions.
4. **Make-up or Late Work and Extra-credit:**

All assignments are due on the dates specified in the course outline and must be submitted by the beginning of the class period. Late work does not generate credit. It is the student’s responsibility to plan ahead and deliver a product in a professional manner. If, however, students are experiencing an unusual circumstance, the instructor must be contacted as soon as possible regarding the situation. If there is not an extenuating circumstance and an assignment is partially completed when it is due, students should go ahead and submit the project as it is for partial credit. Note that there are no extra-credit assignments in this course.

5. **Course Evaluation:**

Near the end of the semester, students will need to evaluate this course. Southern Adventist University encourages all students enrolled in courses to complete course evaluations as part of the ongoing process of improving course delivery and academic standards. The online evaluation may be accessed at access.southern.edu. Students may log in using your SAU e-mail login and password, and then select Course Evaluation from Course Tools. All comments and evaluations are completely anonymous and the results are made available to professors only after grades are submitted to the Records Office.

XII. **COURSE REQUIREMENTS AND ASSESSMENT:**

1. **Attendance and Participation:**

Unexcused absences will lower students final grade (2% for every class missed, for a maximum of 10%). Two late arrivals will constitute one absence.

Exceptions to this stipulation may be provided by the instructor only in cases of extenuating circumstance (e.g., serious illness, accident). If a student should miss a class period for whatever reason, it will be his/her responsibility to find out from a colleague what happened in class, to master the concepts and skills covered, and to obtain a copy of any material distributed.

In addition, credit will not be given for attendance on any class session when a student is observed:

- Using laptop computers, cell phones, or iPads to complete requirements for other courses, to chat with friends, to answer e-mails, or to simply find entertainment on the internet while the instructor or any classmate is speaking. Laptop computers will only be allowed for class presentations, to engage the rest of the class in a meaningful learning activity, or to complete in-class assignments directed by the instructor.

- Sustaining private conversations, interrupting others, making negative comments about others and/or displaying any type of behavior that is considered to be disruptive and disrespectful in a class setting.
2. **In-Class Group Experience:**

   Students enrolled in this course will be divided into small groups, and outside-class individuals with experience in group counseling will be invited to function as main group facilitators. For the first 10 weeks of the semester, students will participate as group members in small group activities, for a minimum of 10 clock hours. Small group sessions will take place during the last hour of class every week. Students will be required to be active participants in their assigned groups. Although it is expected that they will verbally involve themselves in an honest exploration of their personal issues, it is up to them to decide what concerns they will reveal and what issues they will want to discuss in the group. The purpose of this group is **NOT** to provide group therapy. The group will rather focus on how students bring themselves as individuals into their group and on providing opportunities for them to apply what they are learning about group process and techniques.

3. **Thought Papers:**

   A chapter of Corey & Corey, as well as Yalom, will need to be read each week. Students’ thoughts and questions will need to be written and submitted each week. These thoughts and questions will need to reflect an understanding of what they read, as well as implications for the practice of counseling.

4. **Co-Facilitation of In-Class Session:**

   Each student will co-facilitate one in-class session. The co-facilitator(s) should prepare a list of group goals s/he intends to work on in the session. A copy of this list should be handed to the main group facilitator at the beginning of the group experience.

   At the end of each group experience session, each participant should complete the **Peer Evaluation Form.** The form will be handed to the course professor at the beginning of the following class period. **Note** that the facilitators’ performance on this particular activity will not affect his/her final grade. However, Peer Evaluation Forms will have some weight on the grade of the students completing the reports.

5. **Running a Counseling Group:**

   Each student will plan, organize, and facilitate, or co-facilitate a counseling, support, or psycho-educational group. This group should meet for at least five (5) sessions during the latter part of the semester. Groups will be expected to meet at least once a week.

   Assignments involving this particular requirement are as follows:

   a) Weekly reports submitted to the professor summarizing the group experience during that week. These reports are expected to be very brief and should include questions and observations the facilitator or co-facilitators may have regarding the group process and dynamics.

   b) After the completion of the five-session group, students will write a 3 to 4
page summary report, describing their experience facilitating their group. The following items should be included in this report:

i. Dates and place of meeting
ii. Number of individuals present
iii. Name of the co-facilitator (if any)
iv. Reactions/growth/changes of the group members
v. Facilitator’s qualities that might enhance or detract from his/her effectiveness as a group leader
vi. Facilitator’s personal learning about the group function, techniques, conflict, the value of support and confrontation, and of building trust
vii. Group evaluation forms collected from participants at the end of the group experience if applicable

c) This final reflection report is due no later than the last day of the semester.

Portfolio item: The final reflection report is also to be presented in Section V.2 of the portfolio.

6. Research Paper:

Each student will research the similarities and differences between individual therapy and group therapy. Each paper will include five similarities and five differences with five total references. Paper is to be at least five pages and adhere to APA format.

XIII. COURSE GRADING SYSTEM:

1. Testing Methods:

Evaluation in this course will primarily be conducted through written thought papers, weekly group reports, group summary paper, and the final research paper. Additionally, students’ competency will be evaluated as they co-facilitate an in-class group session. For more specific information about testing/evaluation methods for this course, please refer to the description of course requirements found elsewhere in this syllabus.

2. Grading Criteria:

The following is a summary of the course requirements, number of points, and percentages used for assigning final grades. The Expected Outcome column indicates the specific desired outcomes (refer to this syllabus section V-Knowledge and Skill Outcomes) being assessed by the given requirement.

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Number of Points</th>
<th>Percentage</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Group Participation</td>
<td>150</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Thought Papers (14)</td>
<td>280</td>
<td>35%</td>
<td>1, 3</td>
</tr>
<tr>
<td>Peer Evaluation Forms</td>
<td>70</td>
<td>9%</td>
<td>2, 4</td>
</tr>
<tr>
<td>Weekly Group Facilitation Reports</td>
<td>120</td>
<td>15%</td>
<td>2, 4</td>
</tr>
<tr>
<td>Group Summary Report</td>
<td>60</td>
<td>7%</td>
<td>2</td>
</tr>
</tbody>
</table>
3. Distribution of scores:

The following distribution of scores will serve as a guide in determining the final letter grades for this course:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Point Range</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>752 – 800</td>
<td>94 – 100%</td>
</tr>
<tr>
<td>A-</td>
<td>720 – 751</td>
<td>90 – 93%</td>
</tr>
<tr>
<td>B+</td>
<td>696 – 719</td>
<td>87 – 89%</td>
</tr>
<tr>
<td>B</td>
<td>672 – 695</td>
<td>84 – 86%</td>
</tr>
<tr>
<td>B-</td>
<td>640 – 671</td>
<td>80 – 83%</td>
</tr>
<tr>
<td>C+</td>
<td>616 – 639</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>C</td>
<td>592 – 615</td>
<td>74 – 76%</td>
</tr>
<tr>
<td>C-</td>
<td>560 – 591</td>
<td>70 – 73%</td>
</tr>
<tr>
<td>D+</td>
<td>536 – 559</td>
<td>67 – 69%</td>
</tr>
<tr>
<td>D</td>
<td>512 – 535</td>
<td>64 – 66%</td>
</tr>
<tr>
<td>D-</td>
<td>480 – 511</td>
<td>60 – 63%</td>
</tr>
<tr>
<td>F</td>
<td>0 – 479</td>
<td>0 – 59%</td>
</tr>
</tbody>
</table>

4. Evaluation Feedback:

Feedback on activities or projects will be provided in a timely manner, usually by the following class period. Although care is exercised when scoring and recording grades, students should keep all grade results after they are returned. If there is a discrepancy, having these materials will be useful for clearing it up. If students have questions regarding any item, an appointment may be made to speak with the instructor regarding the matter.

Near the end of this semester, the instructor will assess student development toward the personal and professional goals students are expected to achieve as they progress through the Counseling program. This assessment is separate from the course requirements listed above, and in order to complete it, the instructor will fill out the Evaluation of Personal and Professional Dispositions form included in the Graduate Student Handbook. If the instructor has concerns about development in this area, he or she will discuss them with students individually. If, on the other hand, there are not any concerns, results will be handed out in class at the end of the semester; but no individual meeting will take place between the instructor and the student, unless the student requests it. Results will be submitted to
students’ academic advisors and the SEP Unit Assessment System Manager. They will be reviewed by the Counseling Programs Council twice in the program:

1) When students are being considered for admission to candidacy, which occurs right before they enter their field experiences
2) During students last semester prior to graduation.

Results from these two reviews will be individually discussed by the faculty advisor and the student, whether there are or there are not reasons for concern.

XIV. COURSE CALENDAR:

<table>
<thead>
<tr>
<th>Date</th>
<th>Content Area</th>
<th>CACREP Common Core Curricular Experiences</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>T –</td>
<td>• Syllabus Review</td>
<td>✅ II.G6a Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Corey, Chapter 1— Introduction to Group Work</td>
<td>✅ II.G6e 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</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Yalom, Chapter 1— Therapeutic Factors</td>
<td></td>
<td>In-class group session #1</td>
</tr>
<tr>
<td>T –</td>
<td>• Corey, Chapter 2— The Group Counselor</td>
<td>✅ II.G6b Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Yalom, Chapter 2— Interpersonal Learning</td>
<td>✅ II.G6d Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>✅ II.G6e Direct experiences in which</td>
<td>Summary Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In-class group session #2</td>
</tr>
<tr>
<td>Date</td>
<td>Assignments</td>
<td>Notes</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
| T –  | - Corey, Chapter 3—Initial Stages of a Group  
- Yalom, Chapter 3—Group Cohesiveness | ✓ II.G6a Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work  
✓ II.G6e 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 | ➤ Summary Due In-class group session #3 |
| T –  | - Corey, Chapter 4—Forming a Group  
- Yalom, Chapter 4—Therapeutic Factors Integration | ✓ II.G6d Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness  
✓ II.G6a Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work  
✓ II.G6e 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 | ➤ Summary Due In-class group session #4 |
| T –  | - Corey, Chapter 5—Initial Stage of a Group  
- Yalom Chapter 5—Basic Tasks | ✓ II.G6a Principles of group dynamics, including group process components, developmental stage | ➤ Summary Due In-class group session #5 |
The theories, group members’ roles and behaviors, and therapeutic factors of group work:

- II.G6e
  - 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.

<table>
<thead>
<tr>
<th>T –</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
| • Corey, Chapter 6 — Transition Stage of a Group  
• Yalom, Chapter 6 — The Therapist: Here & Now | ☑ II.G6a
  - Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work.  
  - II.G6d
  - Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.  
  - II.G6e
  - 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. | ➤ Summary Due  
  - In-class group session #6  
  - In-class group session #7 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Readings</th>
<th>Required Reading</th>
<th>Assignments and Notes</th>
</tr>
</thead>
</table>
| T –  | Corey, Chapter 8 — Final Stage  
   Yalom, Chapter 8 — Selection Criteria | ✓ II.G6d  
   Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness  
   ✓ II.G6e  
   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 | ➤ Summary Due  
   In-class group session #8 |
| —   | MIDTERM BREAK — / to / |
| T –  | Corey, Chapter 9 — Groups for Children  
   Yalom, Chapter 9 — Composition of Groups | ✓ II.G6a  
   Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work  
   ✓ II.G6e  
   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 | ➤ Summary Due  
   In-class group session #9 |
| T –  | Corey, Chapter 10 — Groups for Adolescents  
   Yalom, Chapters 10 & 11 — In the beginning | ✓ II.G6a  
   Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work  
   ✓ II.G6e  
   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 | ➤ Summary Due  
   In-class group session #10 |
| T – | • Corey, Chapter 11—Groups for Adults  
• Yalom, Chapter 12—The Advanced Group  
☑ II.G6a Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work | ➤ Summary Due  
(Begin five group sessions of own group) |
| T – | • Corey, Chapter 12—Groups for Older Adults  
• Yalom, Chapter 13—Problem Group Members  
☑ II.G6a Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work | ➤ Summary Due |
| T – | • Yalom, Chapter 14—The Therapist: Specialized Formats and Procedural Aids  
☑ II.G6b Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles | ➤ Summary Due |
|  |  | THANKSGIVING BREAK – / to / |
| T – | • Yalom, Chapter 15—Specialized Therapy Groups  
☑ II.G6a Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work | ➤ Summary Due |
| T – | • Yalom, Chapter 16—Group Therapy: Ancestors and Cousins  
• Yalom, Ch 17—Training the Group Therapist  
• Theoretical Approaches to Group Counseling (Handout)  
☑ II.G6c Theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature | ➤ Summary Due  
➤ Summary report of own group meetings DUE No later than December 9th!  
Class Discussion |
|  |  | FINAL EXAMS WEEK – / to / |