

COURSE SYLLABUS

COUN 202 GROUP COUNSELING

SYLLABUS FOR COURSE NAME (COURSE NUMBER)	
Semester: Spring 2020	Program/Department: Counselor Education and Rehabilitation
Course: Group Counseling	Instructor: Dr. Song Lee, Ph.D., LMFT
Units: 3	Office Location: ED331
Time of Class: Tuesdays 4-6:50 4-5:30: Lecture/Activities 5:30-5:40: Break 5:40-6:15: Running Groups/Labs 6:15-5:50: Discussions/Feedback	E-Mail: malee@csufresno.edu
Location: ED55	Telephone: 559-278-0349
Website: Canvas http://fresnostate.edu/academics/canvas/	Office Hours: Tuesdays 1-4

Course Description: This course is a combination of didactic and experiential activities. Students are exposed to various theories of group work, the basics of group process, and professional and ethical issues involved in group counseling. The goal of the course is to provide an integration of concepts and skills. **This course is designed to ensure that students develop the following dispositions: reflection, critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning in the area of group counseling.**

Prerequisites for the course: Counseling 174, Counseling 200.

REQUIRED TEXT

Corey, M. S., Corey, G., & Corey, C. (2018). *Groups: Process and practice (10th Ed.)*. Belmont, CA: Brooks/Cole.

RECOMMENDED TEXT

Keene, M., & Erford, B (2007). *Group Activities; Firing Up for Performance*. Pearson Upper Saddle River, NH: Prentice Hall

SUGGESTED TEXTS

- Greenberg, K. R. (2003). *Group counseling in K-12 schools. A handbook for school counselors*. Boston: Pearson Education, Inc. **(For School Counselors)**
- Yalom, I. D. & Leszcz, M. (2005) *The Theory and Practice of Group Psychotherapy* (5th Ed.). N.Y.: Basic Books

COURSE SPECIFIC OBJECTIVES: (CTC 3, 6, 14, 26 Introduce)

1. The student will identify principles of group dynamics including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work **(CTC 26) (CTC14 Introduce)**
2. The student will differentiate among types of groups used in various educational and clinical settings. **(CTC 26)**
3. The student will describe group leadership styles and approaches including characteristics of various types of group leaders and leadership styles **(CTC 26)**
4. The student will describe theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature utilized in interpersonal communication in groups. **(CTC 26)**
5. The student will describe group counseling methods including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness **(CTC 26)**.
6. The student will have direct experiences by participating as a group member in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term **(CTC 26)**
7. The student will identify current theoretical and procedures approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups. **(CTC 26)**
8. The student will identify how group counseling in a school setting helps students overcome barriers to learning **(CTC 26)**
9. The student will describe how core conditions and appropriate techniques are used to establish effective interpersonal communication within groups **(CTC 26)**
10. The student will do a search of the scholarly literature on conducting group counseling with a selected population and/or selected theory **(CTC 3,) 26)**
11. The student will identify approaches used in working with persons from varied social, ethnic, and cultural diversity groups, including people with disabilities and evaluate attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster understanding of self and culturally diverse clients**(CTC 3,)**
12. The student will identify counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills **(CTC 3)**
13. The student will identify ethical and legal issues related to group work and the professional standards for group leaders. **(CTC 6 Introduce)**
14. The student will describe the standards from the Association for Specialists in Group Work (ASGW) of the American Counseling Association (ACA).
15. The student will participate in a group experience and will apply theory to practice and participate fully in the process of group work **(CTC 26)**.

Student Standard	Common Core Curricular Category	Standard	Learning Activities & Experiences	Evaluation Method
II.F.6.a	Group Counseling and Group Work	Theoretical foundations of group counseling and group work	Week 5 Chapter 4 Group Experience Journaling	Group Paper
II.F.6.b	Group Counseling and Group Work	Dynamics associated with group process and development	Week 6 Chapter 7 DVD Transition Stage Week 9 Chapter 8 DVD Working Stage Week 13 Chapter 9 Group Experience Journaling	Integrative Paper
II.F.6.c	Group Counseling and Group Work	Therapeutic factors and how they contribute to group effectiveness	Week 1, Chapter 6 DVD Initial Stage Video on vulnerability Week 9, Chapter 8 DVD Final Stage Group Experience Journaling	Group Leader Skills Rating and Integrative Paper
II.F.6.d	Group Counseling and Group Work	Characteristics and functions of effective group leaders	Week 3, Chapter 2 Group Experience Journaling	Group Leader Skills Rating
II.F.6.e	Group Counseling and Group Work	Approaches to group formation, including recruiting, screening and selecting members	Week 4, Chapter 5 Week 15, Chapter 10 Week 16 Chapter 11 Group Experience Journaling	Integrative Paper
II.F.6.f	Group Counseling and Group Work	Types of groups and other considerations that affect conducting groups in varied settings	Week 2 Chapter 1 Week 15 Chapter 10 Group Experience Journaling	Group Paper and Integrative Paper
II.F.6.g	Group Counseling and Group Work	Ethical and culturally relevant strategies for designing and facilitating groups	Week 2, Chapter 1 Week 8, Chapter 3 Week 9, Chapter 8 DVD Diversity DVD Difficult Behaviors Group Experience Journaling	Group Paper and Integrative Paper
II.F.6.h	Group Counseling and Group Work	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	Week 8, Chapter 3 Group Experience Journaling	Group Leader Skills Rating

ASSIGNMENTS:

Canvas

The course syllabus, lectures, reading handout assignments and all other assignments will be on Canvas. I will use Canvas/Email for announcements such as updates and cancellation of class if needed. *It is up to you to keep up with the most current information that is on Canvas.* Your journals are to be submitted on Canvas under Reflective Journal in Assignments. All other assignments need to be handed in hard copy on the due date. **MAKE SURE YOU KNOW HOW TO USE CANVAS.** Call the digital campus office if you need further guidance at 278-7000.

Chapter Readings/Class Participation

Since this class is a seminar class, it is imperative that you keep up with the readings. The lectures/PPTs on Canvas summarize the main points and/or elaborate key points from the textbook and other relevant sources. Class time will be spent discussing and elaborating on reading materials. Active participation in class and in groups is expected. If you're not in class due to absence or tardiness, you will lose points for participation.

All students will be running groups in the labs and design a counseling group based on a chosen theoretical orientation. Instructor/peer consultants will be observing your sessions and give you feedback based on your strengths and needs of improvements.

Graded Assignments

A. Group Leader Skills Rating (5 Points) (CTC 2, 3, 14, 25,26 Practice)

You will be leading a group or be a member of a group up to 10 groups during the semester. Your peers, peer consultants and/or instructor will be rating your skills as a group leader using the rating sheet posted on Canvas. As a group participant, you will be expected to rate the group leader(s) at the conclusion of each group session. These skills sheets will be collected by the group leader to help him/her improve skills. The skills will assess core conditions, group counseling skills, theoretical approaches attempted, and multicultural awareness/processes. The feedback should also focus on relevance of techniques in the different stages of groups and issues in groups. These skills rating sheets are additional feedback to the verbal feedback you'll receive at the end of each group session.

B. Literature Review paper (35 points each):

Each of you will do a literature review paper on either an aspect of group counseling or a particular theory of group counseling. Aspects include but are not limited to: Group

counseling with children/adolescents/adults/the elderly; multicultural issues in counseling; group counseling for substance abusers, etc. *MFCC Students* should gear their papers to the use of groups in the marriage, and family therapy field and *CRMC (Rehabilitation Counseling Students)* should gear their papers to the use of groups in rehabilitation counseling. *Students in the M.S. Counseling and Student Services K-12, Pupil Personnel Services Credential, and Student Affairs and College Counseling* will do a research paper on using groups with students in an educational setting (relevant to their field) to reduce barriers to learning.

The paper should be in **formal** writing and include the following:

- **Must be in APA format (including Title Page with Running Header, Abstract, Body of Paper, and References.)** Be sure to check the current APA Publication Manual (for examples of how an APA paper looks like. Cite carefully! It is to be free of spelling and grammatical errors. You should use headings (APA style) to divide sections of the paper.
- The paper should be **double-spaced, 12 point font and submitted as word document (.docx).**
- **MAKE SURE YOU UNDERSTAND WHAT CONSTITUTES PLAGIARISM.** (I will spend some time in class going over this. Also see below.) **PLAGIARISM WILL RESULT IN A ZERO FOR THE ASSIGNMENT AND AS A GRADUATE STUDENT YOU CAN BE EXPELLED FROM THE PROGRAM.**

C. TED Talk Presentation on Lit Review and Lesson Plan (15 points): **CTC25 Practice**

Develop a 10 minute Ted Talk on the following:

1. Key points/findings from your literature review to enhance classmates' learning.
2. Your Lesson Plan based on the topic of your paper. Develop a curriculum plan and one group lesson plan for a group you will run using the following format. Give a hard copy of the following:

1. Curriculum Plan for the entirety of the Group– See Example on Canvas (will go over in class).

2. One group lesson Plan:

Title:

Purpose/Goal:

Type of Group (ex. Task, Psychoeducation, Process, Psychotherapy):

Procedure and Activities (note time you will allow for activities and processing):

Materials Needed:

D. Leadership Reflection (10 Points) (CTC 26 Assessment)

After leading a group, journal on your experience. **This is an introspective exercise.** Answer the following questions in your journal: What do you think was your strengths and weaknesses in leading the group (talk about skills, personal qualities, etc)? What are your plans in improving identified weaknesses/skills? Were there areas of concern that you didn't get to process and what do you plan to do with the areas of concern as the current leader or if you were the next leader? In what ways did your experience impact you personally? How was your experience as a leader/co-leader different from your experience as a member participant? Do you have any questions after leading? Your journal entry is to be submitted to the instructor the week after you lead group. Points will be deducted for missed and/or late journals.

E. Final Paper: Integrative Paper (30 points total) (CTC 2, 3, 14, 26 Assessment)

Reflect on what you have learned about yourself, the group process, and others throughout the semester of experiences in Coun202. This is an opportunity for you to **process your own group experience from the perspectives of group member, leader, and co-leader.** Be sure to **write in specific and concrete terms** rather than general and global terms (substantiate your points with concrete examples). If you mention other group members, use their initials only. Address the following in your paper.

1. Self-Reflection

- a. What did you learn about yourself as a group leader? Must include following points:
 - Focus personal qualities, beliefs, and attitudes that may enhance or detract from your effectiveness as a group leader
- b. What did you learn about yourself as a group member? Also assess the extent to which you achieved personal goals that you identified at the beginning of the semester as a group member.
- c. Identify some countertransference issues that you encountered or may encounter in the future based on your experiences in the small and/or large groups
- d. Describe your strongest and weakest skills as a group leader and your plan for addressing skills that need improvement beyond this class.

2. Group Process Reflection

a. What did you learn about the group processes that will help you to run groups more efficiently in the future? Ensure to include the following:

* describe the way your small group (in the lab) functioned and what you have learned about how groups function and malfunction.

* Describe the evolution of your lab group in terms of stages of development and specific group processes (e.g., level of trust established, impact of working with co-leaders, conflict and/or resistance, cohesion)

b. Describe the personality of your group and how did your group maintain that personality?

c. What factors in the group prevented your group from moving forward or process deeper?

3. Learning about Others:

a. What did you learn about others in your group that will help you to understand your future students and/or clients? Do a general summary of what you discovered about others from your experiences in the class and lab.

c. Choose someone in class who is different from you in terms of culture or ethnic group. Create your own questions to find the answer to the following:

- Find out about similarities and differences in relation to values and traditions in your two cultures. Ex. What holidays or traditions does he/she practice throughout the year? Are those traditions tied to their religion or their culture/assimilation process?
- Find out about the perception of counseling in his/her culture. Also, does he/she share the perceptions of his/her social group or not? Why?
- Ask about interpreting body language (e.g. eye contact): How does he/she use body languages to communicate in his/her culture/social group?
- Ask questions on other areas that you might be interested in learning.

EVALUATION

Integrative Paper	30 points
TED Talk Presentation	15 points
Literature Review	35 points
Group Leader's Rating	5 points
Leadership Reflection	10 points
Attendance and Class Participation *	5 points
Total Points	100 Points

<p>Grade Scale:</p> <p>90 – 100 = A</p> <p>80 – 89 = B</p> <p>70-79 = C</p>

- **You must attend all classes and be on time for all segments of the class to get the full 5-points for attendance. After 2 absences, points may be dropped by 1 point for each absence. Tardiness will result in points taken off for participation as well. If you weren't in the class, you didn't participate. You will not pass the course if you miss 4 or more classes (whether excused or not) due to the in-class experiential component of the course.**
- **Important note on assignments:**
 - All papers/assignments are due at the beginning of class or at the time specified (see attached calendar). *Late papers/assignments* will automatically have the final score reduced by one letter grade for each *day* (not class meeting) that the paper is late. No papers will be accepted 4 days after the due date without prior permission from the professor. In case of emergencies, the professor should be contacted as soon as possible to discuss alternative arrangements. Please note--- computer and work related difficulties are not considered personal emergencies: Plan accordingly!!

Course Policies & Safety Issues

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at

<http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

University Policies and Services

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: “Members of the Fresno State academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.”

You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

Cheating and Plagiarism: Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work. Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live. Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page <http://www.fresnostate.edu/home/about/copyright.html>

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of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

STUDENT HANDBOOK

Information on student rights, responsibilities, academic honesty, etc., can be found on the Fresno State Student Handbook web page. The web page is located at:

<http://www.fresnostate.edu/studentaffairs/division/general/studenthandbook/>.

Theme	Leadership for Diverse Communities
Vision	The Kremen School of Education and Human Development is a center for academic excellence and collaboration in the fields of education and counseling. Graduates will become community leaders who advocate for high standards and democratic values with attention to professional ethics and diversity. Integration of educational technology and performance assessment is essential to all programs
Mission	The Kremen School of Education and Human Development's mission is the recruitment and development of ethically informed leaders for classroom teaching, education administration, counseling, and higher education. Our mission is realized through a framework of teaching, scholarship, and service that addresses regional, state, national, and international perspectives.

SELECTED REFERENCES:

- Association for Specialists in Group Work: (1990). *Professional standards for training of group work generalists and of group work specialists*. Alexandria, VA: author
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- Boy, A.V. (1990). The therapist in person-centered groups. *Person-Centered Review* 5(3), 308-315.
- Brody, C. M. (1987). *Women's therapy groups: Paradigms of feminist treatment*. New York: Springer.
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- Hutchins, A. M. (1992). Coming out in a men's group: Exploring some issues and concerns. In S.H. Dworkin & F. J. Gutierrez (Eds.) (pp. 293-306). *Counseling gay men and lesbians: Journey to the end of the rainbow*. Alexandria, Va.: AACD Press.
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- Johnson, D. W. & Johnson, F. P. (2003). *Joining together: Group theory and Group skills* (6th Ed.). Boston: Allyn and Bacon.
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Note: PPT Lectures and Canvas readings (H/O) are posted on Canvas. The following schedule is subject to change at the discretion of the instructor.

		Read and Watch before Attending Class.
1/21	Syllabus/ Techniques	Ch.1 Ted Talk: Brené Brown "The power of vulnerability" www.youtube.com/watch?v=iCvmsMzIF7o
1/28	Introduction to Group: A multicultural Perspective & The Group Counselor * <i>Groups in Lab</i>	Ch. 1 and Ch. 2
2/4	Initial Stage DVD on Initial stage <i>Assigning Groups and Topics</i> * <i>Groups in Lab</i>	Ch. 6
2/11	Here and Now (in all the stages) * <i>Groups in lab</i>	
2/18	Forming a Group * <i>Groups in Lab</i>	Ch. 5
2/25	Transition Stage * <i>Groups in Lab</i>	Ch. 7

3/3	Ethics/Legal Issues/Plagiarism <i>* Groups in Lab</i>	Ch. 3 Read on Canvas: ASGW Link; ACA Ethics Code
3/10	Working Stage <i>* Groups in Lab</i>	Ch. 8
3/24	Groups with Children and Adolescents <i>*Groups in Lab</i>	Ch. 10 (Canvas and ZOOM)
3/24	Groups with Adults & Creating Curriculum/Lesson Plans for the different types of Groups <i>* Groups in Lab</i>	Ch. 11 (Canvas and ZOOM)
3/31	Cesar Chavez Holiday	No class.
4/7	Spring Break- no class	No Class
4/14	Theories and Technique <i>* Groups in Lab</i>	Ch. 4 (Canvas and ZOOM)
4/21	Final Stage <i>*Groups in Lab</i>	Ch. 9 (CANVAS and ZOOM) Group Papers Due hard copy in class.
4/28	Presentation of Literature Review and Lesson Plan (7 students –15 minutes each with print outs of your presentation for everyone. You will not be using a computer). <i>*Final Group in Lab</i>	4:00-4:15 _____ 5:30-5:45 _____ 4:15 -4:30 _____ 4:30-4:45 _____ 5:45-5:50 break 4:45-5 _____ 5:50 – 6:40 final group 5-5:15 _____ 6:40-6:50 (feedback) 5:15-5:30 _____
5/5	Presentation of Literature Review and Lesson Plan (10 students)	4:00-4:15 _____ 5:30-5:45 _____ 4:15-4:30 _____ 5:45-6:00 _____ 4:30-4:45 _____ 4:45-5 _____ 6:00-6:15 _____ 5-5:15 _____ 6:15-6:30 _____ 5:15-5:30__ Break 6:30-6:45 _____
5/12	<u>Final's Week – No meeting in class.</u> <u>Work on Integrative Paper and submit it to Canvas before midnight.</u>	Write your integrative paper and submit in on Canvas before midnight.

Informed Consent: Although the groups run in the labs are for educational purposes, it can be therapeutic and may impact your emotions, thoughts, and behaviors. Please seek counseling from the Health Center if you need help beyond the groups in the labs. By participating in this course, you are consenting to leading and being a part of a group in the labs. Dr. Lee is a licensed Marriage and Family Therapist. She will be observing the groups and providing feedback to the leaders in a group format in order to teach everyone group counseling skills. Dr. Lee and your group leaders are mandated to maintain confidentiality except in suspicion of harm

to self, others, or court orders. If you have any questions or concerns, please do not hesitate to talk to Dr. Lee after class or contact Dr. Lee via email or phone.

Student Name and Signature

Date