



### **Group Counseling – COUN 5130**

The University of Toledo  
College of Health and Human Services  
Counselor Education, School of Intervention and Wellness

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**Instructor:** Susan M. Long, PhD, LPCC-S, CWC

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**Office Hours:** By appointment in Webex.

**Office Location:** HH 3100 C; virtual meetings only.

**Term:** Summer 2021

**Class Location:** HHS 2402

**Class Time:** Wednesdays, 4 pm to 8:10 pm.

- **Lecture:** 4 pm to 5:45 pm
- **T Group:** 6:00 pm to 7:30 pm

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**Doctoral Student T Group Facilitator:** Alex Hepburn

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**Course Catalog Description:** This course provides training and experience in group development, dynamics, theories, methods and skills of group counseling, group leadership, research and evaluation, ethical issues, and other group work approaches. Multicultural issues, advocacy, and wellness will be explored throughout the course. By participating in this course, students agree to endorse the professional ethical codes of their respective organizations (e.g., American Counseling Association, American School Counseling Association).

**Instructor Pedagogy and Teaching Strategies:** Engaged pedagogical practices will be used to co-create an effective learning environment that is supportive and reflexive. Students are expected to actively participate and engage with peers and the instructor to make connections from course content to the real world. The course will be taught in a traditional face-to-face format with an emphasis on seminar-style learning. A variety of teaching strategies will be used to meet the needs of students in the course: lecture, individual and small group work, immersion activities, and experiential learning will be utilized throughout in-class activities and assignments. Instructional scaffolding will be used to systematically build on students' knowledge and experience in the classroom and T Group. These groups are explained in detail in the Overview of Course Assignments section below.

**Course Technology and General Technology Accessibility:** The technologies used in this course meet the criteria of Web Content Accessibility Guidelines (WCAG 2.0) Level AA conformance. This conformance level is used in most accessibility rules and regulations around the world including the ADA. Blackboard is a certified web-accessible platform and is used as the course platform. External sites used in the course, such as Echo360, are compliant with Section 508 standards, and the media players used in the course support closed captioning, are keyboard operable, and compatible with screen reading software. If additional accommodations are needed for equal access to any of this course content, please contact the instructor as soon as possible. The University of Toledo's [Student Disability Services](#) processes closed captioning requests for videos and other media from the instructor, which

may take up to four (4) business days to complete. Students should have a computer or access to a computer with the latest system software. A high-speed Internet connection with latest versions of Google Chrome or Mozilla Firefox are recommended for optimal Blackboard performance. If you have a problem accessing, displaying, or uploading any of the content or course assignment on the Blackboard, contact Learning Ventures at 419.530.8835 or by LiveChat for assistance. **Do not reach out to the instructor for technological support.**

**CACREP Standards and Course Contents:** This course is designed to meet the 2016 standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Specifically, this course addresses the Professional Identity (section 2), Counseling Curriculum (section F), Group Counseling and Group work (6):

Student Learning Outcomes	CACREP (2016) Standard	Evidence	Method of Assessment
Students will be able to articulate and understand theoretical foundations of group counseling and group work.	F.6.a. theoretical foundations of group counseling and group work.	Weeks 1, 13, 15	1. Discussion/Lecture 2. External Group Observation 3. Structured Group Manual
Students will understand and identify the dynamics associated with group processes and development.	F.6.b. dynamics associated with group process and development.	Week 2, 3, 4, 5, 6, & 7	1. T- groups & Reflections 2. External Group Observation 3. Structured Group Manual
Students will understand and be able to implement the therapeutic factors of group effectiveness.	F.6.c. therapeutic factors and how they contribute to group effectiveness.	Weeks 2, 3, 7, 14, 15	1. Lecture 2. T- groups & Journals 3. External Group Observation 4. Structured Group Manual
Students will be able to identify and apply the characteristics and functions of effective group leaders.	F.6.d. characteristics and functions of effective group leaders.	Weeks 3, 7	1. Discussion/Lecture 2. T- groups & Reflections 3. External Group Observation 4. Structured Group Manual
Students will understand, identify, and be able to engage in approaches to group formation, including recruiting, screening, and selecting members.	F.6.e. approaches to group formation, including recruiting, screening, and selecting members.	Week 4	1. Discussion/Lecture 2. External Group Observation 3. Structured Group Manual
Students will be able to identify and create types of groups and recognize other considerations that affect conducting groups in varied settings.	F.6.f. types of groups and other considerations that affect conducting groups in varied settings.	Weeks 1, 8, 9, 11, 12	1. Discussion/Lecture 2. External Group Observation 3. Structured Group Manual
Students will be to identify and enact ethically and culturally relevant strategies for designing and facilitating groups.	F.6.g. ethical and culturally relevant strategies for designing and facilitating groups.	Weeks 7 & 8	1. Discussion/Lecture 2. External Group Observation 3. Structured Group Manual

Students will participate in a direct T-Group 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.	F.6.h. 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.	Weekly T-Groups	1. Weekly T Group Reflections
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### Prerequisites

Enrollment in the master's program(s) in Counselor Education.

### Required Readings

<i>Texts</i>
1) Gladding, S. T. (2016). <i>Group work: A counseling specialty</i> (8th ed.). Upper Saddle River, NJ: Pearson Education, Inc.
2) American Psychological Association. (2020). <i>Publication manual of the American Psychological Association</i> (7th ed.). Washington, DC: Author
<i>Additional Materials:</i>
1) ASGW <i>Best Practices Guidelines</i> , <a href="#">here</a> .
2) ASGW <i>Multicultural and Social Justice Competence Principles for Group Workers</i> , <a href="#">here</a> .
3) ASGW <i>Ten Strategies to Intentionally Use Group Work to Transform Hate, Facilitate Courageous Conversations, and Enhance Community Building</i> <a href="#">here</a> .
4) ACA Advocacy Competencies, <a href="#">here</a> .
5) ACA Code of Ethics, <a href="#">here</a> .
6) ASCA Code of Ethics, <a href="#">here</a> .
*Supplemental materials may be added and/or embedded into the course at the instructor's discretion.

### Course and Institutional Policies

**Policy on late or unfinished assignments:** Late assignments are not accepted unless prior permission has been given by the instructor. **Note:** A grade of PR will not be awarded except under extraordinary circumstances, such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately and keep the instructor apprised of the situation. If all assignments are not received by the end of the examination period, the student may be awarded an Incomplete if the circumstances are supported and mutually discussed between the student and instructor. If the assignments are not received by the end of the next semester the Incomplete will be changed to an F. No assignments will be accepted after this date, in other words, the F will stand. Cheating, submitting work other than your own, or plagiarism (including self-plagiarism) may result in penalties ranging from an F in the course to expulsion from the university.

**Academic Dishonesty:** All students are subject to the University Policy Statement on Academic Dishonesty in the current University Catalog. Academic dishonesty will not be tolerated. Please read [The University's Policy Statement on Academic Dishonesty](#).

**Copyright Notice:** The materials in the course website are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

**Policy on Extra Credit:** Extra credit will not be offered in this course. There are adequate opportunities for students to earn adequate points throughout the course structure.

**The University of Toledo's Missed Class Policy:** Please review the University's missed class policy [here](#).

**Accommodation of student needs:** Students needing special arrangements for test taking, note taking, special print, or other considerations for successful completion of the course should discuss these needs with the instructor at the beginning of the course. Every effort will be made to make reasonable accommodations to facilitate student learning and performance.

**Americans with Disabilities Act:** The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course, please contact the [Student Disability Services Office](#) at 419-530-4981 (voice) or 419-530-2612 (TDD).

**Nondiscrimination on the Basis of Disability:** The University of Toledo is an equal opportunity educational institution. Please read [The University's Policy Statement on Nondiscrimination on the Basis of Disability – Americans with Disabilities Act Compliance](#).

**Statement on Diversity and Inclusion:** In concert with the University of Toledo's values and expectations, the students, faculty and staff within the College of Health and Human Services uphold the tenets pledged by the University to respect and value personal uniqueness and differences. Specifically, we will actively participate in the initiatives of the University to attract and retain diverse students, faculty and staff; to challenge stereotypes; and to promote sensitivity toward diversity and foster an environment of inclusion in all curricular and extra-curricular activities. The counseling profession is grounded in diversity and inclusion. Hence, all students enrolled in this course will be expected to be considerate of the thoughts and ideas of others, demonstrate accountability, integrity and honor in all course-related activities, promote a collaborative and supportive educational environment, and treat every individual with kindness, dignity, and respect regardless of:

Race, Ethnicity, Religion, Sexual Orientation, Gender Identity, Gender Expression, Age, Impairment(s)/ Disability(ies), Political Views, Social Class / Socioeconomic Status, Linguistic Diversity, Nationality/Country of Origin, and Other Element(s) of Uniqueness.

Participants in this course will be expected to tolerate diverse views and foster an inclusive learning environment. Concerns about diversity and inclusion should be mentioned to the instructor immediately for rectification and repair. Students who do not behave in this way will be in direct conflict with the *ACA Code of Ethics* (2014) and those actions may require remediation with program faculty. You can visit the University of Toledo's webpage on diversity and inclusion [here](#).

**Confidentiality:** Students are expected to respect and maintain confidentiality and the right to privacy of fellow students and others. Examples, demonstrations, and practical exercises will be used for educational and training purposes. Confidentiality in a class and T Group **cannot** be guaranteed; however, it is expected at all times. The ability to demonstrate respect of others in class is an important barometer of how you will relate to others including clients and colleagues. Remember this is a professional education and training program. If any concerns regarding confidentiality arise, the instructor should be notified immediately.

**Limitations to Confidentiality in the Course and T-Group:** If any concerns regarding confidentiality, privacy, or safety arise in the T-Group the instructor must be notified immediately. If other issues or concerns are reported in the T-Group or the T-Group reflections that warrant attention per the instructor's discretion, the instructor has the right to intervene and inform others as necessary.

**Electronic Devices:** Disruptions to the classroom learning environment, such as texting or social media, should be avoided. As a courtesy, I expect students will turn off audible signals for these devices while attending class. Students in violation of this policy may be dismissed from the learning space at the discretion of the instructor and the doctoral student group facilitator.

**Drop/Withdrawal:** Students who drop or withdraw from the course must notify the instructor in writing. Failure to notify the instructor shall result in the student being considered absent without leave from the class and the student shall be considered responsible for all work missed.

**Email:** The University of Toledo issues each student an official UT email address. This email address usually takes the form of **firstname.lastname@rockets.utoledo.edu**. All email communications about this class will be sent to and all communications from students should be sent from your official UT email address. Students will be expected to check this address regularly for official communications about this class. Email communications about this class will not be sent to personal email accounts and communications from personal email accounts may be blocked by UT spam filters.

**Instructor Email Access:** I will check and respond to emails Monday through Friday, generally within 24 hours. **I may not check into the online course system, email, or respond over the weekend.**

**Weather:** In the event of a major snow or ice storm or other inclement weather, the University will announce class cancellations, delay of classes and changes to administrative office hours through the UT Alert text messaging system, e-mail, the UT home page at [utoledo.edu](http://utoledo.edu), [myUT.utoledo.edu](http://myUT.utoledo.edu), the UT snow line, 419.530.SNOW (7669), and on local radio and television stations. You can sign up for UT Alert at <http://myUT.utoledo.edu>. The University's policy is to remain open whenever possible to minimize interruption of teaching and research.

**Student Evaluations:** At the conclusion of the academic term, students will have an opportunity to evaluate the instructor and the course. This is done anonymously and used as a means to improve instruction, course content, and the overall curriculum. Your comments, suggestions, and feedback are taken seriously and contribute significantly to course and program improvement. You are strongly encouraged to complete a course evaluation.

**Course Changes:** The course schedule, requirements, procedures, content, etc., are subject to change by the instructor once the course is underway. Students will be apprised of any changes by regular class meetings and/or email.

### Grading Policies

Learners will be assessed in comportment with SLOs (described above). Specific guidelines and grading criteria will be provided with each assignment within this syllabus. Grades and instructor feedback for each assignment will be posted to the Grade Book within one week after the assignment due date. Learners are expected to complete and submit all assignments by the due date listed in the Course Schedule. Late assignments and make-up tests will not be permitted unless arrangements are discussed and approved well before the required due date. Ask questions as soon as possible if you do not understand an assignment. Detailed Descriptions of Assignments are found below.

Assignments/Assessments	Total Points
Weekly T-Group Participation & Journals (8 at 10 points each)	80
Group Observation & Analysis	20
Structured Group Manual (35) & Presentation (5)	40
<b>Total</b>	<b>140</b>

The grading scale for this course is as follows:

<b>A</b>	95-100	<b>C</b>	73-75.99
<b>A-</b>	90-94.99	<b>C-</b>	70-72.99
<b>B+</b>	86-89.99	<b>D+</b>	66-69.99
<b>B</b>	83-85.99	<b>D</b>	63-65.99
<b>B-</b>	80-82.99	<b>D-</b>	60-62.99
<b>C+</b>	76-79.99	<b>F</b>	59.99 or less

### Overview of Course Assignments

- 1) **T-Group Participation & Journals:** Students will participate in a weekly T-group facilitated by a doctoral student in counselor education for **90 minutes beginning at 6pm every week**. Students are expected to attend group each week, on time, and ready to be active and supportive group members. Your facilitator will further outline group rules with you when your group begins. *This assignment assesses CACREP standards 2F6b, c, d, and h.*

The purpose of the T-group is to (a) meet CACREP standards for group work and (b) to give students experience in an unstructured, closed, process group. **These groups are unstructured, meaning there is no pre-established agenda or content; students will bring themselves and their lived experiences, emotions, and reactions into the group.** The group is closed, meaning the members of the group will be established in the first week and will not change over the course of the semester. Finally, the group is a process group, meaning it is focused on the here and now and participants' emotions. The actions of group members and the group as a whole will be processed, as they occur, within the group experience. **Students will not take notes during the group experience to ensure they are fully present in group processing.**

Students will complete a reflection of their experiences in their respective T-groups every week by **Sunday at 5 pm** to encourage students to quickly reflect on the experiences in the T Group that week (see course schedule). **There will be 10 T-group sessions and there are only 8 journals due.** This exists to give students flexibility. If you attend all T-groups, you could utilize this flexibility to skip two journals. There is no extra credit granted for completing all 10 journals.

Journals have multiple criteria to address and will change mid-way through the semester to reflect student competency and knowledge.

<b>T-Group Reflection Criteria:</b>
a. APA 7 format: <b>See Student Paper in the Manual</b> (cover page, header, page numbers, section headers, double-spaced etc. No abstract or references needed).
b. 2 pages in length (approximately a paragraph/section)
c. Feelings Experienced and Expressed by Self
d. Feelings Expressed by Others
e. Personal Resistance
f. Group Resistance
g. Conflict/Conflict Management

<b>Beginning 6/30 and beyond, add the below criteria to your reflections. Note that the page may increase to no more than 4 pages total:</b>
h. Empathic Failures and Empathic Failures Repaired
i. Group Stage
j. Group Theme

- 2) **Group Observation and Analysis:** Students will spend at least 45 minutes observing a group (e.g., psychoeducational, self-help, or counseling) and write a short paper (3-4 pages) analyzing the group. You can be creative in choosing a group to observe; try to expand your current experience. Groups can be observed in-person (at your discretion), virtually (if available), or it can be fictional (e.g., movie or television series). You must obtain permission from the facilitator and the group beforehand and, must not interfere with the functioning of the group in any way. Group participants personal information must be deidentified in your writing and sharing. If attending an in-person group, you must adhere to proper safety protocols established by the CDC and comply with the specific procedures set forth by the organization to prevent the spread of COVID-19. **Note:** Instructor pre-approval of group is required. The instructor may choose not to accept the assignment for grading if pre-approval is not secured.

<b>Group Analysis Criteria</b>
a. Group type
b. Purpose of the group
c. Group member composition (e.g., age, gender, race, ethnicity, sexual orientation, disability, etc.)
d. Group leader(s) composition (e.g., age, gender, race, ethnicity, sexual orientation, disability, etc.)
e. Group norms
f. Member roles
g. Group leadership style
h. Group theory
i. Any events you believe affected group process including multicultural variables
j. Discuss your own reactions as you observed
k. Discuss the approach you would take if you were to step in as group leader at the next group meeting

- 3) **Structured Group Manual:** Students will be assembled into small groups based on mutual interest of a group topic and create a manual for an 8-session structured group centered of their choosing. Some examples may include support groups, prevention groups, adventure groups, anger management, groups for individuals with disabilities, online groups, groups for depression, groups for children, groups for adults, groups for older adults, etc. The group topic and population of interest will be further clarified between groups members. This project is designed to assess your knowledge of group processes and group creation and allow you to have a product that you can utilize in your career. This manual does not need to be in APA format and should look like a professional product you could use when applying for professional positions. The manual will include the below components:

<b>Structured Group Manual Criteria:</b>
a. A cover page that includes the group title and authors of the manual.
b. Pre-group Preparations: <ul style="list-style-type: none"> <li>a. In this section you will explain, in narrative form, the preliminary work that goes into group formation including how you will screen and select members.</li> </ul>

<p>b. Identify how you plan to assess the group's efficacy. (consult ASGW <i>Best Practices</i> for assistance)</p>
<p>c. Group Summary:</p> <ol style="list-style-type: none"> <li>a. In this section identify the overall focus and purpose of your group.</li> <li>b. Will your group be open or closed, and why?</li> <li>c. How will the group be facilitated/managed?</li> <li>d. How will you publicize the group and recruit members?</li> <li>e. What kind of space will the space require, what is the number of group members that can be accommodated, the ideal age range for these members, and any other relevant logistical information about the group?</li> <li>f. What will be the challenges of running this group?</li> <li>g. Describe what you expect to see in group behavior/interactions at the (a) initial stage of the group, (b) transition stage of the group, (c) working stage of the group and (d) final stage of the group.</li> <li>h. What are the cultural considerations for this group?</li> </ol>
<p>d. A sample informed consent/parent permission for your group.</p>
<p>e. 8 Group Lesson Plans:</p> <ol style="list-style-type: none"> <li>a. Develop clear and convincing group counseling curriculum for an 8-session counseling group. Provide enough detail that any counselor could pick up your manual and run your group.</li> <li>b. Each lesson plan (8) should follow the below format: <ol style="list-style-type: none"> <li>i. Identify the purpose of the session.</li> <li>ii. Identify an ice breaker/opening set (special considerations may be made for the first session).</li> <li>iii. State the process questions the facilitator will utilize.</li> <li>iv. Include any handouts/activities you plan to use.</li> <li>v. Clearly state your plan for closing the group (special considerations may be made for the final session).</li> <li>vi. You are encouraged to reference other authors' work as it applies to structuring your sessions; do not copy someone else's ideas. Use proper referencing techniques, to include paraphrasing, direct quotes, and adding this statement (or something similar): "The following exercises were adapted from Shillingford (2008)." If you use other individuals work, you must include an APA reference page as the final page of the manual.</li> </ol> </li> </ol>

- 4) **Structured Group Manual Presentation:** Students will develop a and conduct a brief presentation to share the manual with the class. Presentations can include supplemental materials such as videos, handouts, to enhance the group manual. One member per group will post the presentation and all peers will review, comments, and offer supportive feedback to each group. *This assignment assesses CACREP standards 2F6a, b, c, d, e, f, and g.*

**Course Outline:**



Week	Date	Topic
1	5/19	<p><b>Introduction to the Course</b></p> <p><b>Readings:</b> Types of Group &amp; Group Work and Brief History of Groups (Gladding CH1) ACA Code of Ethics ASGW Best Practice Guidelines</p> <p><b>Activities and Assignments:</b> 1) Attend T-Group 1, 5/19 @ 6pm to 7:30pm 2) T-Group Journal 1 Due Sunday 5/23 by 5:00pm in BB</p> <p style="text-align: right;"><i>Standards 2f6a, b, c, d, e, f, g, and h.</i></p>
2	5/26	<p><b>Readings:</b> Group Dynamics (Gladding CH2)</p> <p><b>Activities and Assignments:</b> 1) Attend T-Group 2, 5/26 @ 6pm to 7:30pm 2) T-Group Journal 2 Due Sunday 5/30 by 5:00pm in BB</p> <p style="text-align: right;"><i>Standards 2f6b, c, and h</i></p>
3	6/2	<p><b>Readings:</b> Effective Group Leadership (Gladding CH 3)</p> <p><b>Activities and Assignments:</b> 1) Attend T-Group 3, 6/2 @ 6pm to 7:30 2) T-Group Journal 3 Due Sunday 6/6 by 5:00pm in BB</p> <p style="text-align: right;"><i>Standards 2f6b, c, d, and h.</i></p>
4	6/9	<p><b>Readings:</b> Forming a Group (Gladding CH 4) Prepare 3 to 4 topics of interest for the group manual—bring your ideas!</p> <p><b>Activities and Assignments:</b> 1) Attend T-Group 4, 6/9 @ 6pm to 7:30 2) T-Group Journal 4 Due Sunday 6/13 by 5:00pm in BB</p> <p style="text-align: right;"><i>Standards 2f6b, c, e, and h.</i></p>
5	6/16	<p><b>Readings:</b> Group Stages (Gladding CHs 5, 6, &amp; 7)</p> <p><b>Activities and Assignments:</b> 1) Attend T-Group 5, 6/16 @ 6pm to 7:30 2) T-Group Journal 5 Due Sunday 6/20 by 5:00pm in BB</p> <p style="text-align: right;"><i>Standards 2f6b, c, and h.</i></p>
6	6/23	<p><b>Readings:</b> Group Stages (Gladding CHs 5, 6, &amp; 7)</p> <p><b>Activities and Assignments:</b> 1) Attend T-Group 6, 6/23 @ 6pm to 7:30 2) T-Group Journal 6 Due Sunday 6/27 by 5:00pm in BB</p> <p style="text-align: right;"><i>Standards 2f6b, c, and h.</i></p>
7	6/30	<p><b>Readings:</b> Diversity &amp; Social Justice in Groups (Gladding CH 8) ACA Advocacy Competencies ASGW Multicultural and Social Justice Competence Principles for Group Workers Ten Strategies to Intentionally Use in Group Work</p> <p><b>Activities and Assignments:</b></p>

Week	Date	Topic
		1) Attend T-Group 7, 6/30 @ 6pm to 7:30 2) T-Group Journal Due Sunday 6/4 by 5:00pm in BB *Note that the additional criteria (see above) are now added this T Group and every subsequent journal. <i>Standards 2f6b, c, f, g, and h.</i>
8	7/7	<b>Readings:</b> Creativity in Groups (Gladding CH 9) – Lecture presented by Alex* <b>Activities and Assignments:</b> 1) Attend T-Group 8, 7/7 @ 6pm to 7:30 2) T-Group Journal 8 Due Sunday 7/11 by 5:00pm in BB <i>Standards 2f6b, c, g, and h.</i>
9	7/14	<b>Readings:</b> Ethical & Legal Issues in Group Work (Gladding CH 10) ACA Code of Ethics ASCA Code of Ethics <b>Activities and Assignments:</b> 1) External Group Observation Due Today by 5:00pm in BB 2) Attend T-Group 9, 7/14 @ 6pm to 7:30 3) T-Group Journal 9 Due (if needed) Sunday 7/18 by 5:00pm in BB <i>Standards 2f6a, b, c, d, e, f, g, and h.</i>
10	7/21	<b>Readings:</b> Groups for Children & Adolescents (Gladding CHs 11 & 12) – Lecture presented by Alex* <b>Activities and Assignments:</b> 1) Attend T-Group 10, 7/21 @ 6pm to 7:30 2) T-Group Journal 10 Due Sunday 7/25 by 5:00pm in BB <i>Standards 2f6b, c, d, e, f, g, and h.</i>
11	7/28	<b>Readings:</b> Groups for Adults (Gladding CHs 13 - 14) <b>Activities and Assignments:</b> 1) Final Group Presentations due by class time @ 4pm; <b>first half of groups present today.</b> 2) Final Structured group manual due by class time @ 4 pm. <i>Standards 2f6a, b, c, d, e, f, and h.</i>
12	8/4	<b>Readings:</b> Theoretical Approaches to Groups Gladding (CHs 15 – 16) <b>Activities and Assignments:</b> 1) Group presentations <i>Standards 2f6a, b, c, and h.</i>

**\*The above schedule is subject to change at the discretion of the instructor.**