



MASTER OF SCIENCE in
MARRIAGE and FAMILY THERAPY
CHAMINADE UNIVERSITY of HONOLULU

School of Education and Behavioral Sciences
Master of Science in Marriage and Family Therapy

MFT611 Group Therapy

Online, Thursday 5:30 PM - 8:20 PM

Credits: 3 Term: Accelerated Summer (AY2024-2025)

Instructor Information



Instructor: Crystal Taylor, LMFT

Email: crystal.taylor@chaminade.edu

Office Location: Via Zoom

Course Link: <https://us06web.zoom.us/j/87298645473>

Office Hours: By appointment

Communication:

Primary communication method is email and I will respond between 24 to 48 hours.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Science, 118

Phone: (808) 739-4652

If you have questions regarding the MS-MFT program, reach out to your instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

Catalog Course Description

This course prepares students for the facilitation of group process by increasing their practical knowledge, skills, and clinical judgment within group therapy. Throughout the semester students demonstrate competencies in group management and facilitation including the process of informed consent, opening, closing and structuring groups, utilizing group interventions, co-facilitating groups, assessing group dynamics, and constructing a group manual.

Mission Statement for Masters of Science in Marriage and Family Therapy

The Chaminade MFT Masters program has been developed on a firm foundation in the Marianist Educational Values of a formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change. Each of these five core values are incorporated throughout the program to help graduates develop as not only practitioners but also as whole individuals who are ready to serve families and communities. The aim of the program is to prepare practitioners who think systemically, promote cultural humility and socially just-informed practices and programs, practice evidence-informed couple and family therapy approaches and actively contribute to the ongoing development of the profession in Hawaii. Special attention is given in this program to the honoring of groups including Native Hawaiians and Pacific Islanders, in addition to other diverse populations.

Time Allocation

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in a minimum of 45 hours of engagement, regardless of varying credits, duration, modality, or degree level. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester. Terms that have alternative lengths, such as 10-week terms, should have an equivalent amount of faculty instruction and out-of-class student work to meet each credit hour. Direct instructor engagement and out-of-class work result in a total student engagement time of 45 hours for one credit. The number of engagement hours may be higher, as needed to meet specific learning outcomes.

Masters students are expected to perform work of higher quality and quantity, however typically a minimum of forty-five hours of student engagement for each student credit hour is required, although instructors may require roughly a third more work than this minimum undergraduate credit hour requirement. Therefore, a 3-credit masters course would typically require engagement of approximately 135 hours for the average student for whom the course is designed. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Number of hours per class activity:

Educational activity	Expected hours of Student Engagement:	Details (if any):
Course attendance/Lecture	30	Synchronous class meetings
Assigned readings	60	
Discussions	5	Group work/preparation outside of class
Written assignments	10	
Preparing for Final Paper & Presentation	30	
Total	135	

Required Materials

Berg, R. C., Landreth, G. L., & Fall, K. A. (2024). *Group counseling: Concepts and procedures*, 7th ed. New York, NY: Routledge, Taylor & Francis.

Additional Recommended

Yalom, I. D., & Leszcz, M. (2020). *The theory and practice of group psychotherapy*. Hachette UK.

Canvas (<https://chaminade.instructure.com>)

Canvas will be used as the primary learning management system for this course. The course content will be posted on Canvas, where students will be able to access the syllabus, any additional readings, assignments, quizzes, and announcements.

Hardware Requirements: Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video files.

Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

Software Requirements: You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software please feel free to contact me or Chaminade Help Desk at helpdesk@chaminade.edu or (808) 735-4855.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion this MS-MFT, the student will be able to:

1. Students will develop a coherent personal theoretical framework founded in relational/systemic practice, theories, models and philosophy in MFT. (Addresses FCA 1 COAMFTE)

2. Students will apply systemic/relational theoretical and evidence-based approaches in assessment, diagnosis, case conceptualization, and intervention to meet the diverse needs of individuals, couples, and families. (Addresses FCA 2 & 7 COAMFTE)
3. Students will employ ethical, professional and legal guidelines consistent with the standards and identity of marriage and family therapy. (Addresses FCA 5 COAMFTE)
4. Students will utilize current trends and research methods in the field to conduct and critically evaluate research within the practice of marriage and family therapy. (Addresses FCA 4 COAMFTE)
5. Students will cultivate a socially just and culturally responsive therapeutic practice with a critical self awareness of intersections of identities within a developmental and family life cycle framework. (Addresses FCA 3 & 6 COAMFTE)

Course Learning Outcomes (CLOs)

At the completion of this course, MSMFT students will be able to:

1. Apply practical knowledge, skills and clinical judgment, and knowledge of ethical group psychotherapy in a group therapy setting as the group facilitator (PLO2)
2. Synthesize group processes, development, and dynamics to contribute to group management and group interventions across a number of common presenting problems (PLO1, PLO2)
3. Demonstrate clinical skills in starting and ending a group individual meeting as well as the creation and termination of a psychotherapy group (PLO3)

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

Native Hawaiian Values

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua (‘Ōlelo No‘eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na‘auao) Lawe i ka ma‘alea a kū‘ono‘ono (‘Ōlelo No‘eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit (‘Ohana) ‘Ike aku, ‘ike mai, kōkua aku kōkua mai; pela iho la ka nohana ‘ohana (‘Ōlelo No‘eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lapa kū o ka no‘eau (‘Ōlelo No‘eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) ‘A‘ohe pau ka ‘ike i ka hālau ho‘okahi (‘Ōlelo No‘eau 203) All knowledge is not taught in the same school

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4
Marianist Values	4	4,5	5	3,5
PLOs	3	2,3	3	3,4
Native Hawaiian Values	4	4,5	5	3,5

Course Policies

Attendance

Since this is a graduate course requiring students to engage fully, it is important to attend every class. You are responsible to inform the instructor prior to the start of class should an emergency prevent you from attending. Please note that regardless of reason, more than one (1) missed class will result in a failing grade. If you miss more than one class, you will be given a “C” and you must retake the class. (Graduate programs policy) In addition, instructors have the option to penalize for tardiness or leaving early.

Late Work

Assignments must be turned in at the beginning of class on the day they are due. Assignments due in Canvas must be uploaded on the day they are due by 11:59pm. Late assignments will be penalized 10% of the grade earned per day late. Unexcused absences cannot be made up and will result in a score of zero (0) for the exam or assignment. Students must provide documented evidence of an approved excused absence.

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep

you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

Incomplete grades are not automatically issued without prior correspondence with the instructor. An Incomplete grade may be provided to a student when most of the course requirements have been completed and the remaining assignments were not able to be submitted due to extenuating circumstances. With early correspondence, a valid reason, and submitted documentation, the instructor may grant an incomplete.

Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = Not passing, and will need to retake the course

MS-MFT Program Information

MS-MFT Student Disposition Expectations

As a therapist in training, you are constantly being evaluated for your fitness for this profession in every class. This evaluation is subjective and based on your class participation, evaluation of other assignments, interpersonal interactions with other students and clients, if appropriate, etc. Students who do not meet the following criteria may have their grade reduced in the course, be administratively dropped or “red flagged” for a discussion by the faculty as a whole. The following criteria are used in this evaluation: 1) being empathic; 2) being genuine; 3) being accepting; 4) being open minded and non-dogmatic; 5) being self-reflective and having an internal locus of control; 6) being mentally healthy; 7) being capable of building alliances; 8) being competent in knowledge and skills (Neukrug, 1999).

Neukrug, E. (1999). *The world of the counselor*. Pacific Grove, CA.: Brook/Cole.

Ethical Behavior of MS-MFT Students

Students will abide by the American Association of Marriage and Family Therapy (AAMFT) Code of Ethics. It is your responsibility to be familiar with the guidelines. Ethical violations are serious and may lead to disciplinary action, which could lead to separation from the MS-MFT program.

Expectations for online classes

If any or all of your class meetings are held online, these are the expectations:

1. Please find a space to log in on your video conferencing enables device, that is quiet and private, preferably within a room with the door closed. Often classroom discussions involve

private or confidential information such as when discussing examples of client cases or consulting on real clients, and thus the need for privacy.

2. While in class, you should have your video turned on and be muted to minimize background noise unless you are speaking, asking or answering questions. At different times during the class such as during discussions (before or after the lecture), role-plays, presentations, and when you are engaging with peers and the instructor, the instructor and your classmates should be able to see and hear you.

Writing Policy

All papers should be written in APA format unless stated otherwise. APA format includes 1-inch margins, double-spaced, 12-point serif font, in-text citations, and a reference page. Please refer to the syllabus for paper submissions, over Canvas or hard copy/printed in class.

Plagiarism

Any submitted assignments containing a portion of someone else's work i.e. full sentences, sections, or paragraphs that are copied verbatim AND is not cited and referenced correctly, is plagiarism. Students will automatically receive a grade of 0 for that assignment and possible department and college-level consequences.

Any assignment content composed by any resource other than you, regardless of whether that resource is human or digital, must be attributed to the source through proper citation.

Unattributed use of online learning support platforms and unauthorized sharing of instructional property are forms of scholastic dishonesty and will be treated as such.

Artificial intelligence (AI) language models, such as ChatGPT, and online assignment help tools, such as Chegg®, are examples of online learning support platforms: they can not be used for course assignments except as explicitly authorized by the instructor. The following actions are prohibited in this course:

- Incorporating any part of an AI generated response in an assignment or online discussion
- Using AI to brainstorm, formulate arguments, or template ideas for assignments
- Using AI to summarize or contextualize source materials
- Submitting your own work for this class to an online learning support platform for iteration or improvement
- Using AI programs to input quiz/exam questions to retrieve answers to be submitted
- If you are in doubt as to whether you are using an online learning support platform appropriately in this course, I encourage you to discuss your situation with me. You are prohibited from using generative AI to write any part of the Final Theory paper in this course. The consequences may be and are not limited to a zero grade for the Final paper, possible failing grade for the course, and notification to the program/university.

General expectations and requirements

Students are expected to:

1. Attend class consistently and punctually. If you know you are going to be absent, please inform the instructor at your earliest opportunity. You are responsible for obtaining all material when you miss a class. Missing class time will have a negative effect on your learning and likely your grade.
2. Complete assigned readings prior to the date of discussion in class and be prepared to participate respectfully in class discussions with questions and comments from the readings, the information presented in class, and your own ideas.
3. Complete assignments by the beginning of class on the date they are due. All assignments must follow the writing policy.
4. At the graduate level, learning is primarily student-generated and is supplemented by course instruction. Therefore, the responsibility rests upon the student to master the material.

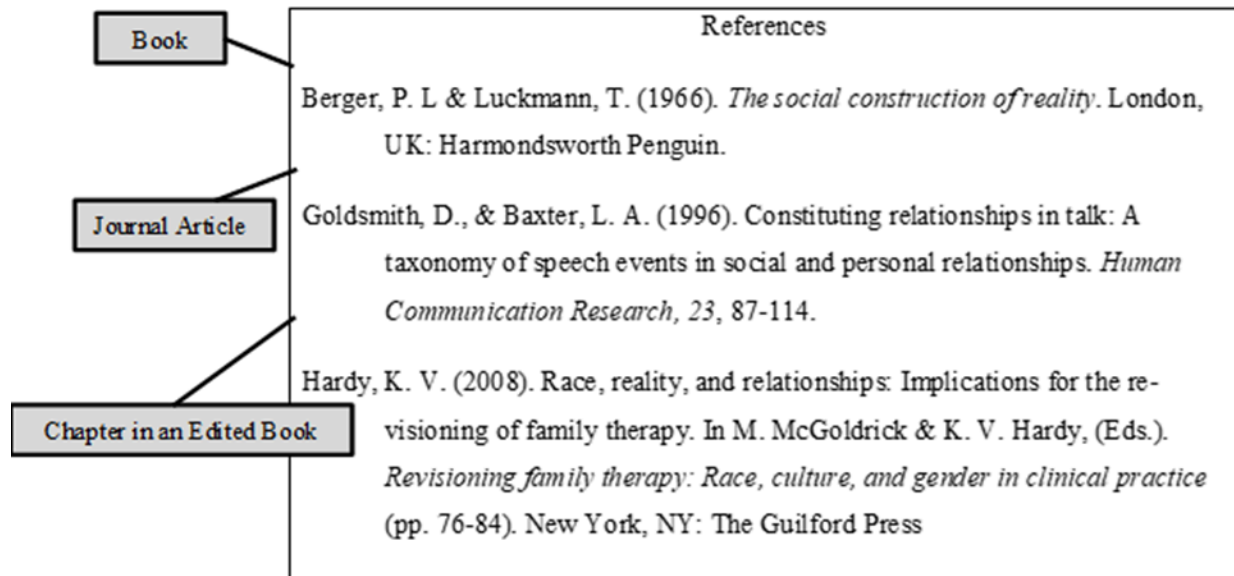
Readings

The readings have been intentionally selected to contribute substantive material to the course. That is, the readings are not supplemental to the course, they are central. Therefore, prior to each class, significant preparation and reading is necessary. Please be able to access the readings when you are in class.

Library Resources: [CUH Library Guide](#)

Citations and References

- Guide to APA format: [APA Library Guide](#)
- Please cite a source every time you copy a phrase, quote, or paraphrase someone else's words. If you use someone's words verbatim, you will have to use quotation marks and in parenthesis note the author's last name, year of publication, and the page from which you took the quote.
- Example of how to cite a direct quote:
- Past research has indicated that "becoming parents heightens couples' awareness of their identity intersections and they turn towards mutually supporting each other" (Hawkins, 2016, p. 121).
- If you paraphrase or just report on what you've read of someone's publication, use the parentheses but omit the page number.
- Example of how to cite a direct quote:
- There is evidence that couples become more aware of their identity, such as race and religion after becoming parents (Hawkins, 2016).
- Always use the (Author, Year) format. Please refer to APA formatting requirements in the Publication Manual of the American Psychological Association, 6th edition.
- The Purdue website can also be helpful:
<https://owl.english.purdue.edu/owl/resource/560/01/>
- Your last page will be the Reference page, listing your full source/references.
- Examples of references in APA format:



Important Information

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

Title IX and Nondiscrimination Statement

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual

harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

Nondiscrimination Policy & Notice of Nondiscrimination

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at:

<https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

CUH Alert Emergency Notification

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua ‘Ike: Tutoring & Learning Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua ‘Ike’s](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Course Activities

Course Learning Outcomes(CLO)	Assessment & Description	Contribution (%) to Final Grade
1. Apply practical knowledge, skills and clinical judgment, and knowledge of ethical group psychotherapy in a group therapy setting as the group facilitator (PLO2)	<p><i>Attendance & Participation in the Experiential Group</i></p> <p>Attendance for this class will be in-person and online via the course Zoom room and will be held at the scheduled time (Wednesdays 5:30pm-8:30pm). To count for attendance, you will have to log on for the group facilitation activities using a device that is audio and video enabled such as a laptop with a webcam on time (5:30pm). Tablets and ipads are less preferable due to decreased zoom app capabilities, and cellphones should only be used to log in on zoom when there is no other option available.</p> <p>Since a considerable part of the class is practical applications of skills and theory, requiring you to</p>	30%

	<p>work in groups, you are responsible to inform me prior to the start of class if you will be late or should an emergency prevent you from attending. If you are scheduled to facilitate a group and are not able to attend on that night, you will need to first inform and then reach out to your peers to request for one of them to switch with you. Since you will be working with your colleagues in facilitating groups, it is your responsibility that you plan accordingly and be present when you are scheduled to facilitate a group. A major component of the course is participation in a multi-week experiential group. The group is designed to provide students with first-hand experience of group leadership, group membership, group process, and interventions.</p>	
	<p><i>Group Facilitator Skills & Competencies (Facilitating/ Leading an Experiential Group)</i></p> <p>Each student will have the opportunity to lead a 60–90 minute experiential group session during the course with the support of a co-facilitator (another student) to assist in running the group. The topic, chosen by the lead facilitator, should be relevant to the shared experiences of class members (e.g., stress management, test anxiety), rather than tailored to a specific clinical population (e.g., substance use recovery). Each session must include three structured components: an opening (at least 15 minutes) to introduce the group purpose, review expectations, and facilitate an engaging relationship-building activity; a working phase (at least 30 minutes) to deepen discussion, promote cohesion, and maintain group focus; and a closing phase (at least 15 minutes) to summarize the session, address unfinished business, and provide a meaningful check-out activity. The lead facilitator and co-facilitator are responsible for planning and leading the session collaboratively. After the group, the facilitators will receive feedback from both peers and the instructor, which must be documented and reflected upon. Students will be evaluated using</p>	<p>25%</p>

	<p>a modified Likert scale based on counseling proficiencies outlined in the syllabus, including skills in leadership, cohesion building, ethical presence, and focus management. <u>A short, written reflection on the facilitation is required and must be submitted by the Sunday following the student's assigned group session. All experiential group content must remain confidential.</u></p>	
<p>2. Synthesize group processes, development, and dynamics to contribute to group management and group interventions across a number of common presenting problems (PLO1, PLO2)</p>	<p><i>Informed Consent document for Group Therapy</i></p> <p>You will develop an Informed Consent form for one specific type of group therapy of your choosing (e.g., Anger management group, Substance abuse treatment group, Parenting group, Couple relationship enhancement group, etc.). Your Informed Consent may be for a Telehealth Counseling Group or an in-person Counseling Group.</p> <p>The Informed Consent paper should be formatted with 12pt font, single spaced and between one-and-a-half pages to 2 pages.</p> <p>The following information should be included in the informed consent form:</p> <ol style="list-style-type: none"> 1. Information on the nature, purposes, and goals of your specific group 2. The inclusion criteria for the group: Description of the terms of confidentiality and exceptions to confidentiality, addressing confidentiality within group counseling 3. Description of group services that will be provided (e.g., frequency and duration of meetings, length of a group, place for group meetings, fee, open versus closed groups, etc.) 4. The role and responsibility of the group members and the leaders 6. The form should be written in simple language to be understood by clients. 	<p>15%</p>

<p>3. Demonstrate clinical skills in starting and ending a group individual meeting as well as the creation and termination of a psychotherapy group (PLO3)</p>	<p><i>Group Manual & Theory Research Paper and Presentation</i></p> <p>This assignment is meant to give you the opportunity to think through how you might construct a group. You will decide a) what kind of group you would like to lead (foci, purpose & population), and b) what theory you choose as a foundation for your group. The paper will include multicultural considerations and a discussion of inclusion and diversity. You will have to support your plan for constructing a group informed by research and extant literature. The Group Manual should be no less than 10 pages in length, and in APA format.</p> <p>You will present a summary of your Group Manual and Theory Paper on week 10. The length for the presentation should be between 10-15 minutes and should include an illustration or handout for an activity/topic to be covered in the group.</p>	<p>30%</p>
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***A note about Group Participation**

While the group is meant to simulate some aspects of a therapeutic group, it is NOT intended to be therapy. Although some self-revelation may be appropriate, students should carefully consider the nature and depth of any self-disclosure. In general, students are expected to maintain appropriate professional and collegial boundaries while participating in group activities.

You are expected to actively participate in the group process. However, your grade for participation in the experiential group will be based on whether you actually participate in the group, and not the nature or content of your participation.

Group counseling is run with small groups of people creating close alliance with each other and cohesion, with the facilitator using counseling skills and strategies to encourage sharing and introspection. The course aims to develop and assess group facilitation skills and thus students will have to demonstrate these skills in this course, and the instructor will have to closely observe the group process to evaluate student's facilitation skills. Due to these course requirements, the group process will be recorded.

Please refer to the Security statement and Informed Consent on Canvas.

Course Schedule

Week	Topic	Readings & Tasks	Assignments Due
Week 1	Introduction to Group Counseling: History, Diversity & Social Justice Syllabus & Course Overview	Chapter 1 & 2	Class meeting: 7/10/25
Week 2	Group Theories & Ethics: Leader Preparation Informed Consent for Group Counseling	Chapter 3 & 4	Class Meeting: 7/17/25
Week 3	Leadership Styles, Co-leadership, & Internal Dynamics	Chapter 5, 6, & 7	Class Meeting: 7/24/25 Informed Consent Draft Due: 7/27/25
Week 4	Planning & Starting a Group Group Counseling Demonstration 1 Group Counseling Demonstration 2	Chapter 8	Class Meeting: 7/31/25 Group Facilitators 1 & 2 Reflection Due: 8/7/25
Week 5	Building Cohesion & Managing Resilience Group Counseling Demonstration 3 Group Counseling Demonstration 4	Chapter 9	Class Meeting: 8/7/25 Group Facilitators 3 & 4 Reflection Due: 8/14/25
Week 6	Working Stage: Self-Disclosure, Feedback, & Confrontation Group Counseling Demonstration 5	Chapter 10	Class Meeting: 8/14/25 Group Facilitators 5 Reflection Due: 8/21/25
Week 7	Managing Difficult Group Behaviors Group Counseling Demonstration 6	Case Vignettes and Examples	Class Meeting: 8/21/25 Group Facilitators 6 Reflection Due: 8/28/25
Week 8	Evaluation and Group Termination Group Counseling Demonstration 7 Group Counseling Demonstration 8	Chapter 11	Class Meeting: 8/28/25 Group Facilitators 7 & 8 Reflection Due: 9/4/25
Week 9	Groups with Children & Adolescents Any make up Group Counseling Demonstrations	Chapter 12 & !3	Class Meeting: 9/4/25 Group Facilitators make up Reflection Due: 9/11/25 Group Manual (including the Finalized Group Consent) Due: 9/7/25

Week	Topic	Readings & Tasks	Assignments Due
Week 10	Course Integration Final Presentations	Review Chapters	Class Meeting: 9/11/25 Final Presentation Due: 9/11/25

Instructor reserves the right to modify the course schedule based on class needs and dynamics of current events.