



GROUP COUNSELING  
COUN 6067  
Spring Semester  
Three Credit Hours

### CONTACT INFORMATION

**Instructor:** Morgan Wallbrown

**Email Address:** wallbrown@ulm.edu

**Phone:** (440) 289 - 2287

**Office Hours:** By appointment (please use CT time zone when scheduling)

**Virtual Zoom Office:** In my email signature & <https://ulm.zoom.us/j/2648503783>

**Please Note:** All students are asked to use university provided e-mail accounts when emailing their professor. Students' personal e-mail accounts should not be used in this case as [University Policy](#) must be followed. Emails will receive a response within 48 hours (during university operating hours).

### COURSE TEXTBOOKS AND REQUIRED MATERIALS

**Required Textbook:** Corey, C. (2015). *Groups: Process & Practice* (10<sup>th</sup> ed). Belmont, CA: Brooks/Cole-Thomson Learning  
(There are options for either eBook or printed copy)

Yalom, I.D. & Leszcz, M. (2020). *The theory and practice of group psychotherapy* (6<sup>th</sup> ed.). New York: Basic Books.

**Other required readings will be available on Canvas. View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for reviewing any materials necessary for class preparation, and for all content on this website.**

### COURSE DESCRIPTION/RATIONALE

An examination of the theories, processes, and evaluative methods of group counseling. Group supervision and group participation required. Knowledge of group counseling theories and processes is of critical importance to a professional counselor. Group counseling is utilized in a variety of professional counseling settings such as schools, community counseling centers, and

Syllabus and schedule are subject to change

substance abuse counseling. The application of group counseling skills must be driven by a theory consistent with the counselor's own personal theory of counseling. This course allows students the opportunity to further develop their own theory of counseling and to begin to integrate their counseling theory into the processes common to all groups.

One part of the course will be asynchronous on Canvas with discussion posts, reading quizzes, assignments. Sections 1 & 3 will meet weekly with Dr. Wallbrown, and sections 2 & 4 will meet weekly with Dr. Dobson. You are required to attend the first session during week two, and attend 4 out of 5 live meetings total, including the week you are presenting.

There will also be a live component over Zoom during designated weeks.

**Synchronous Virtual Classroom link for Professor Wallbrown: <https://ulm.zoom.us/j/2648503783>**

## **COURSE PREREQUISITES**

5005 Theories of Counseling; 5010 Methods of Counseling

## **COMMITMENT TO DIVERSITY AND ACCOMODATIONS**

The Counseling Program at ULM is committed to advancing diversity, equity, and inclusion throughout the curriculum and clinical experience. We invite diversity and foster a culture of inclusion that supports multiple dimensions of culture that includes race, ethnicity, gender identity, sexual orientation, religious affiliation, spirituality, nationality, regionality, disability, and beyond.

Within the Counseling Program, we attempt to foster and maintain a safe environment of respect and inclusion for faculty, staff, students, and members of the communities we serve. We educate our faculty and students to be social justice advocates for marginalized populations and direct our curriculum to reflect the diversity of our communities and elevate awareness.

The Counseling Program is committed to building a faculty, staff, and student body that reflects these cultural values. The Counseling Program is committed to making reasonable efforts to assist individuals with disabilities in their efforts to avail themselves of services and programs offered by ULM. To this end, ULM will provide reasonable accommodation for persons with documented qualifying disabilities. Students who have a disability and feel they need accommodations in the course must present a letter to the instructor from the Self-Development, Counseling, and Special Accommodations Center at ULM indicating the existence of a disability and the suggested accommodations. Students who need accommodations because of a known or suspected disability should contact the Director for Disabled Student Services at 318-342-5220 or [click here](#) for the Self-Development, Counseling, and Special Accommodations Center website. ULM's official accommodations guidelines and policies are found [here](#).

**Special circumstances.** Students who encounter any unforeseen circumstances during the semester that may affect their performance (e.g., physical, or mental illness, family emergency) must let their instructor know within seven (7) days so possible accommodations can be discussed or alternative arrangements made. Please note that accommodation is not retroactive, so it is important to request it in a timely manner.

## **COURSE CONTENT, OBJECTIVE, CACREP STANDARDS, AND KPI**

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## Content Areas

### This course is designed to enable the student to:

- Understand the theoretical complexity of groupwork.
- Understand the skills and techniques of groupwork.
- Participate in an experiential, intensive group setting and become exposed to various dynamics and concepts of group counseling.
- Understand group dynamics and major approaches to group guidance and counseling, with emphasis on how to start a counseling group, how to effectively lead groups, and how to evaluate results.

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## Objectives

### Program Objective related to CACREP Core 3.F. Group Counseling and Group Work

Students will learn group skills and strategies in the practice of counseling related to their concentration that will be measured at two points in time with a success rate at or above 80%.

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## CACREP Standards

## Standards Core

**From the objectives above, students will learn the following CACREP standards, and some will be evaluated for the KPI #1 for the Core 3.F.**

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theoretical foundations of group counseling and group work	F.1
dynamics associated with group process and development	F.2
therapeutic factors of group work and how they contribute to group effectiveness	F.3
characteristics and functions of effective group leaders	F.4
approaches to group formation, including recruiting, screening, and selecting members	F.5
application of technology related to group counseling and group work	F.6
types of groups, settings, and other considerations that affect conducting groups	F.7
culturally sustaining and developmentally responsive strategies for designing and facilitating groups	F.8
ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities	F.9
direct experiences in which counseling 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.10

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## COURSE TOPICS

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Learning experiences will provide students opportunities to develop understanding of the group counseling process through an investigation of types of groups, group formation, group dynamics, stages of group development, group leadership characteristics, group counseling theories, group evaluation, and culturally competent leadership methods.

## **INSTRUCTIONAL METHODS**

Involvement and learning in the course will be facilitated by means of synchronous and asynchronous format: discussion, lectures, experiential activities, small group experiences, self-directed readings, discussion and reflection posts, and counseling demonstrations. Active class participation is expected and required both online and face-to-face for successful completion of this course. This course involves a high degree of commitment to personal growth and multiple reading assignments.

## **STUDENT PERFORMANCE EVALUATION: CRITERIA AND PROCEDURES**

### **Class and Group Participation**

This class has a synchronous meeting component via Zoom during weeks 2, 4, 7, 10, and 14. Class and group participation includes arriving to live classes on time, coming prepared, and maintaining active participation in discussions and groups.

### **Discussion Prompts**

On asynchronous weeks noted in Canvas, there will be 1 discussion prompt posted to Canvas (6 total). Students must make 1 original post and 1 response post to receive credit for that week's discussion. Students will have until Friday 11 pm CST to post their own original post, and until Sunday at 11pm CST to complete their response posts. Students are free to respond to the discussion prompts using a video post or through written format. Students can use varied formats for responses each week.

**Written posts:** To foster graduate level discussions, the original written post minimum is set at 250. Responses to discussion posts should be about 50 words. Responses of "Good job!", "I agree", "Thanks!", etc. are welcome but do not count towards the 50-word minimum.

### **Counseling Group Observations**

#### ***Observations 1 & 2***

For observation 1 and 2, students have a choice to either watch 2 group demonstrations to enhance their understanding of the group process as it unfolds or observe an actual group process in real time. The second option will require students to observe two sessions of an in-person or online counseling or psychotherapy group at an agency/practice in their community. This option will require permission and considerably more effort but is recommended. Ask the instructor for more information.

For each observation, students will be asked to complete a reflection to integrate their observations in the video or live observation with course learning. Video links will be provided separately throughout the semester to allow time for students to integrate new learning into their reflections. Video 1 will be released Week 2 and Video 2 will be released Week 11.

Instructions for reflections will be provided on Canvas with each video release.

### **Observation 3**

For observation 3, students will take notes during the weeks that they are a group participant, including week one. Students will write a reflection on what they learned as a participant, group stages, effective interventions observed. Reflection includes citations and explanation of group processes, stages, and techniques observed.

### **Group Co-Leadership**

Each student will have the opportunity to practice group facilitation skills by co-leading a psycho-educational group with their peers during the course. Co-leaders will be in charge of developing and facilitating groups based on an assigned psychoeducation topic. This is NOT a presentation-based format, but rather a psychoeducational group process format, which will be reviewed in the 1<sup>st</sup> live class meeting. Students will lead a group one time, for 50-65 minutes, during the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> live class meetings. Co-leaders and topic assignments will be determined during our 1<sup>st</sup> live class meeting. Following the co-leadership experience students will complete a brief written reflection of their co-leadership experience.

### **Professional Dispositions: Counselor Competencies Scale—Revised (CCS-R)**

In addition to points-based evaluation, this course will utilize the Counselor Competencies Scale—Revised to measure student skill development and professional competencies. Students will receive CCS-R feedback at each transcription assignment. Areas observed to be below expectations on the CCS-R will require in-course remediation by demonstrating skill development through remaining assignments. The instructor may also provide supplemental assignments/resources to address specific areas of concern. If concerns cannot be resolved in the context of the course, it will reflect accordingly in the students' final grade and a formal remediation plan may be required. This meets the CACREP standards 2.C.2.a.b.c. Individual Student Assessment.

### **Group Proposal (KPI)**

Students will develop a comprehensive written proposal for the development, facilitation, and evaluation of a group. Students will research potential sites for their future fieldwork that serves a population that is relevant to their professional area of interest. The instructor will schedule individual meetings with each student to support in the development of the proposal.

See Group Proposal Instructions on Canvas for further details. This project will serve as the Key Performance Indicator #1 for the CACREP Standards Core 3.F. Group Counseling and Group Work. KPI evaluations are submitted and stored in Tevera, a sample of the rubric in Tevera is provided at the end of the syllabus.

*\*\*\*Consider using the same site for group proposal and group observations. \*\*\**

## **EVALUATION AND GRADE ASSIGNMENT**

<b>Activity</b>	<b>Points</b>
Class Participation 2, 4, 7, 10 and 14	50 points
Discussion Prompts	60 points
Counseling Group Observations 1 & 2	40 points (20 each)

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Group Co-Leadership	50 points
Group Proposal (KPI)	80 points
Final Exam	20 points
Total	300 points

Final Grade:

A = 100-90%

B = 89 – 80%

C = 79 –70%

D = 69 – 60%

F = 59-0%

## **CLASS POLICIES AND PROCEDURES**

At a minimum, all policies stated in the current ULM Student Policy Manual & Organizational Handbook should be followed (see [catalog.ulm.edu/index.php?catoid=24](http://catalog.ulm.edu/index.php?catoid=24)). Additional class policies include:

### **TECNOLOGY FOR THE CLASS**

All courses in the Counseling Program are 100% online. Students will need a computer, internet access, and access to my ULM account that will give them access to Banner, Canvas, and Degree Works. Students should also have access to a Zoom account for synchronous meetings and to complete any recorded class projects.

View Canvas regularly for supplemental materials, additional handouts, required readings, and all class lessons. Students are responsible for checking the site each week, for printing any materials necessary for class preparation, and for all content on this website.

**AI tools** are abundantly available to you. If you intend to use AI tools to help design, write or conceptualize any assignments in this course, you must 1) Cite the tool properly according to APA, 2) Precisely document each of the prompts you used to arrive at the final output, that should be more reminiscent of your own voice, not the LLM. Failure to do so will be considered a violation of academic integrity and will be left to the discretion of the instructor.

### **ATTENDANCE POLICY**

This is a hybrid class that includes both asynchronous and synchronous components.

- Canvas assignments are required weekly, and students are required to check their ULM e-mails daily.
- Synchronous class meetings will be held via Zoom on the following dates for the following sections:

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**Section 1 (CRN: 62279)**

Monday 5:00pm-7:00p CST

- January 27<sup>th</sup>
- February 10<sup>th</sup>
- February 24<sup>th</sup>
- March 24<sup>th</sup>
- April 21<sup>st</sup>

**(CRN: 63945)**

Thursday 12:00pm-2:00p CST

- January 23<sup>rd</sup>
- February 6<sup>th</sup>
- February 27<sup>th</sup>
- March 20<sup>th</sup>
- April 17<sup>th</sup>

**(CRN: 64670):**

Thursdays 3:00p-5:00p CST

- January 23<sup>rd</sup>
- February 6<sup>th</sup>
- February 27<sup>th</sup>
- March 20<sup>th</sup>
- April 17<sup>th</sup>

You are expected to attend **all** synchronous classes. Due to the abbreviated nature of our live meetings, **one** absence from a live class will result in a **full letter grade reduction**, and **two** absences will result in a **failing grade for this course**. Students who arrive to a live class more than 15 minutes late or leave more than 15 minutes early will not receive attendance credit for the class.

- C. **Missed or Late Assignment Bank:** At the beginning of the semester students have two passes, to use at their own discretion for assignments that are either missed or late. These two passes do not cover a missed live session, or co-leadership experience, or preparation. If you choose to cash in one of these passes, you must contact the professor immediately to inform them.
- D. **Academic Integrity:** Academic Integrity: Faculty and students must observe the ULM published policy on Academic Dishonesty. Please be advised that the university's policy regarding academic honesty is rigorously followed throughout this semester in this class. No cheating will be allowed, and it will be reported. All papers will be checked for plagiarism.
- E. **Course Evaluation Policy:** At a minimum, students are expected to complete the online course evaluation. Students are strongly encouraged to provide feedback to the instructor about their experience in class and let the instructor know if they need extra support or alternative learning activities.

- F. **Student Services:** Information about ULM student services, such as Student Success Center ([www.ulm.edu/studentsuccess/](http://www.ulm.edu/studentsuccess/)), Counseling Center ([www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)), Special Needs ([www.ulm.edu/counselingcenter/special.htm](http://www.ulm.edu/counselingcenter/special.htm)), and Student Health Services, is available at the following Student Services website [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/).
- G. **Emergency Procedures:** N/A for online portion of class. In the event of an emergency during face-to-face classroom hours, please follow the safety guidelines outlined by ULM.
- H. **Discipline/Course Specific Policies:** Humor, language, or stories that are offensive, or suggest disrespectful ethnic, racial, gender, religious, or national origin-related biases will not be tolerated. A diverse student body is expected and encouraged on this course. One of the tenets of this course will be an atmosphere of respect and feeling at ease while contributing to the class. Disagreements in opinions are part of the academic endeavor; however, such disagreements must be conducted in civility without sarcasm. I take disrespectful behavior very seriously and thus encourage every student to extend the same respect they wish to receive to everyone else.

**Grading and emailing:** Instructor will have assignments graded within 7 days after the due date has passed. The instructor will respond to emails within 48 ULM operating business hours. If 48 hours have passed with no response, respectfully email instructor again.

**Late Policy:** Papers may be accepted at the discretion of the professor with a penalty of 10% decrease in grade per day. Assignments will not be accepted after one week after the due date. No assignments will be accepted after the last day of class. **The first two folks who read this and email me will get the first pick of their week to co-facilitate.**

**Student Services:** The University of Louisiana at Monroe strives to serve students with special needs through compliance with Sections 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. These laws mandate that postsecondary institutions provide equal access to programs and services for students with disabilities without creating changes to the essential elements of the curriculum. While students with special needs are expected to meet our institution's academic standards, they are given the opportunity to fulfill learner outcomes in alternative ways. Examples of accommodations may include, but are not limited to, testing accommodations (oral testing, extended time for exams), interpreters, relocation of inaccessible classrooms, permission to audiotape lectures, note-taking assistance, and course substitutions.

**Covid Policies:** Due to present circumstances, ULM students, employees, and guests should continue to follow current CDC guidelines by requiring masking and social distancing in all classrooms and buildings throughout campus. Everyone is encouraged to take advantage of frequent handwashing, available hand sanitizer, masks, and testing opportunities. As this is an ever-changing situation, please continue to monitor university communication. For more information click [here](#).

**Information about ULM student services can be found via these links:**

Student Success Center [www.ulm.edu/studentsuccess](http://www.ulm.edu/studentsuccess)

Counseling Center [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

Special Needs at [www.ulm.edu/studentaffairs/](http://www.ulm.edu/studentaffairs/)

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Library [www.ulm.edu/library/reference.html](http://www.ulm.edu/library/reference.html)

Computing Center Help Desk [www.ulm.edu/computingcenter/helpdesk](http://www.ulm.edu/computingcenter/helpdesk)

Current college's policies on serving students with disabilities can be obtained on the ULM website: [www.ulm.edu/counselingcenter/](http://www.ulm.edu/counselingcenter/)

If you need accommodation because of a known or suspected disability, you should contact the Director for Disabled Student Services at:

- Voice phone : [318-342-5220](tel:318-342-5220)
- Fax: [318-342-5228](tel:318-342-5228)
- Walk-In:  
ULM Counseling Center, 1140 University Avenue (this building and room are handicapped accessible).

*If you require accommodation for this course, please contact me within the first week of class.*

#### Mental Wellness on the ULM Campus:

If you are having any emotional, behavioral, or social problems and would like to talk with a caring, concerned professional, please call one of the following numbers:

- The ULM Counseling Center: [318-342-5220](tel:318-342-5220)
- **The Marriage & Family Therapy and Counseling Clinic: [318-342-5678](tel:318-342-5678)**
- Remember that all services are offered free to students, and all are strictly confidential.

#### Sexual Harassment or Gender-Based Discrimination:

Title IX of the Education Amendments of 1972 prohibits sex discrimination against any participant in an educational program. or activity that receives federal funds, including federal loans and grants. Furthermore, Title IX prohibits sex discrimination to include sexual misconduct, sexual violence, sexual harassment and retaliation. If you encounter sexual harassment or gender-based discrimination, please contact the Title IX Coordinator at [318-342-1004](tel:318-342-1004); you may also file a complaint online, 24 hours a day, at: [www.ulm.edu/titleix](http://www.ulm.edu/titleix)

### Class Schedule

Week	Dates	Topic	CACREP	Readings	Assignments
1	January 21 <sup>st</sup> – 26 <sup>th</sup>	Introduction to Groups	F.3	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Chapter 1 Corey</li> <li>• Chapter 1 Yalom &amp; Leszcz</li> </ul>	Discussion Post 1
2	January 27 <sup>th</sup> – February 2 <sup>nd</sup>	<b>First Class Meeting</b> Becoming a Group Leader	F.2, F.3, F.7, F.10	<ul style="list-style-type: none"> <li>• Chapter 2 Corey</li> <li>• Chapter 5 &amp; Yalom &amp; Leszcz</li> <li>• Video- Introduction to DBT</li> </ul>	Class Meeting
3	February 3 <sup>rd</sup> – 9 <sup>th</sup>	Theories and Techniques of Group Counseling & Telehealth Considerations	F.9	<ul style="list-style-type: none"> <li>• Chapter 4 Corey</li> <li>• Week 3 Supplemental Materials on Canvas</li> </ul>	Discussion Post 2
4	February 10 <sup>th</sup> – 16 <sup>th</sup>	<b>Second Class Meeting (Group Co Leadership)</b> -Week 1-3 Content Discussions - Ethical/Legal and Cultural Considerations in Group Work	F.4, F.6, F.10	<ul style="list-style-type: none"> <li>• Chapter 3 Corey</li> <li>• Week 4 Supplemental Materials on Canvas</li> </ul>	Class Meeting
5	February 17 <sup>th</sup> – 23 <sup>rd</sup>	Group Cohesion	F.5	<ul style="list-style-type: none"> <li>• Chapters 2 &amp; 3 Yalom &amp; Leszcz</li> </ul>	Counseling Group Observation 1

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6	February 24 <sup>th</sup> – March 2 <sup>nd</sup>	Forming a Group	F.5	<ul style="list-style-type: none"> <li>Chapter 5 Corey</li> <li>Optional Zoom meeting Thursday 5-7pm CST – Group Proposal idea</li> </ul>	Discussion Post 3 Group Proposal Idea approved
7	March 3 <sup>rd</sup> – 9 <sup>th</sup>	<b>Third Class Meeting (Group Co-Leadership)</b> <ul style="list-style-type: none"> <li>Group Cohesion</li> <li>Forming a Group</li> </ul>	F.5, F.7, F.10	<ul style="list-style-type: none"> <li>Chapter 10 Yalom &amp; Leszcz</li> </ul>	Class Meeting
8	March 10 <sup>th</sup> – 16 <sup>th</sup>	Initial Stage of a Group	F.5	<ul style="list-style-type: none"> <li>Chapter 6 Corey</li> </ul>	Discussion Post 4
9	March 17 <sup>th</sup> – 23 <sup>rd</sup>	Transition Stage of a Group	F.5	<ul style="list-style-type: none"> <li>Chapter 7 Corey</li> </ul>	Discussion Post 5
10	March 24 <sup>th</sup> – 30 <sup>th</sup>	<b>Fourth Class Meeting (Group Co-Leadership)</b> Transition Stage	F.5, F.10	<ul style="list-style-type: none"> <li>Chapter 7 Corey</li> </ul>	Class Meeting
11	March 31 <sup>st</sup> - April 6 <sup>th</sup>	Working Stage of a Group	F.5	<ul style="list-style-type: none"> <li>Chapter 8 Corey</li> </ul>	Group Proposal Outline DUE
12	April 7 <sup>th</sup> – 13 <sup>th</sup>	Final Stage of a Group	<b>F.5</b>	<ul style="list-style-type: none"> <li>Chapter 9 Corey</li> </ul>	Counseling Observation 2 DUE
13	April 14 <sup>th</sup> – 20 <sup>th</sup>	“Termination” section	F.5, F.10	Yalom & Leszcz Chapter 11 (p. 465)	In Class Meeting

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14	April 21 <sup>st</sup> – 27 <sup>th</sup>	<b>Spring Break</b> No Reading or Canvas posts this week <b>ENJOY YOUR SPRING BREAK!</b>			
15	April 28 <sup>th</sup> – May 4 <sup>th</sup>	<b>Final Class Meeting (Group Co- Leadership)</b>	F.9	<ul style="list-style-type: none"> <li>• Chapter 4 Corey</li> <li>• Week 15 Supplemental Materials on Canvas</li> </ul>	• Final Group Proposal DUE
16	May 5 <sup>th</sup>	Group in Schools/Group in Community Settings	F.8	<ul style="list-style-type: none"> <li>• Chapter 10-11 Corey</li> </ul>	Discussion Post 6
17	May 8 <sup>th</sup> - 12 <sup>th</sup>	<b>No Readings this week</b>	<b>Final Exam</b>		

**COUN 6067 Grading Rubric**  
**This will be assessed in your Tevera account**

Pass: as evidenced by receiving a performance level of a 3 on a 5-point scale on each requirement/standard assessed through the assignment.

5 = Advanced: Skills and understanding evident at an exceptional level

4 = Proficient: Strong level of mastery of skills and understanding

3 = Basic: Understanding of concepts/skills evident

2 = Developing: In process of developing understanding of concepts and skills; growth needed

1 = Deficient: Insufficient understanding of concepts and skills; significant remediation needed

Note: Ratings of 3 or above indicate performing well for student's stage of development.

**Assignment Specific Requirements and Professional Identity 2024 CACREP Standards**

Assignment Specific- Group Proposal	CACREP Standard	Performance Level 1-5
<b>Core</b>		
theoretical foundations of group counseling and group work	F.1	
dynamics associated with group process and development	F.2	
therapeutic factors of group work and how they contribute to group effectiveness	F.3	
characteristics and functions of effective group leaders	F.4	
approaches to group formation, including recruiting, screening, and selecting members	F.5	

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application of technology related to group counseling and group work	F.6
types of groups, settings, and other considerations that affect conducting groups	F.7
culturally sustaining and developmentally responsive strategies for designing and facilitating groups	F.8
ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities	F.9
direct experiences in which counseling 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.10
identify and define professional dispositions to be assessed;	2.C.2.a
measurement of student professional dispositions over multiple points in time; and	2.C.2.b
review or analysis of individual student data for the purpose of retention, remediation,	2.C.2.c

**This KPI will be recorded in Tevera.**

## **COUN 6067 Reading and Assignment Schedule**

### **Week #1 (January 21-26)**

- Reading:
  - Corey, Chapter 1
  - Yalom & Leszcz, Chapter 1
- Assignments:
  - Discussion Post 1: Due Friday, Jan 26
  - Response Post: Due Sunday, Jan 28

### **Week #2 (January 27 - February 2)**

- Reading:
  - Corey, Chapter 2
  - Yalom & Leszcz, Chapter 5
  - Video: Introduction to DBT
- Assignments:
  - Class Meeting:

### **Week #3 (February 3-9)**

- Reading:
  - Corey, Chapter 4
  - Supplemental Canvas Materials
- Assignments:
  - Discussion Post 2: Due Friday, Feb 9
  - Response Post: Due Sunday, Feb 11

**Week #4 (February 10-16)**

- Reading:
  - Corey, Chapter 3
  - Supplemental Canvas Materials
- Assignments:
  - Class Meeting:

**Week #5 (February 17-23)**

- Reading:
  - Yalom & Leszcz, Chapters 2 & 3
- Assignments:
  - Counseling Group Observation 1: Due Friday, Feb 23

**Week #6 (February 24 - March 2)**

- Reading:
  - Corey, Chapter 5
- Assignments:
  - Discussion Post 3: Due Friday, Mar 2
  - Response Post: Due Sunday, Mar 4

**Week #7 (March 3-4)**

- Break: Mardi Gras Holiday - No Classes

**Week #8 (March 3-9)**

- Reading:
  - Corey, Chapter 10
  - Yalom & Leszcz, Supplemental Reading on Group Cohesion
- Assignments:
  - Class Meeting:

**Week #9 (March 10-16)**

- Reading:
  - Corey, Chapter 6
- Assignments:
  - Discussion Post 4: Due Friday, Mar 16
  - Response Post: Due Sunday, Mar 18

**Week #10 (March 17-23)**

- Reading:
  - Corey, Chapter 7
- Assignments:
  - Discussion Post 5: Due Friday, Mar 23
  - Response Post: Due Sunday, Mar 25

**Week #11 (March 24-30)**

- Reading:
  - Corey, Chapter 7 (Transition Stage)
- Assignments:
  - Class Meeting:

**Week #12 (March 31 - April 6)**

- Reading:
  - Corey, Chapter 8
- Assignments:
  - *Group Proposal Outline: Due Friday, April 6*

**Week #13 (April 7-13)**

- Reading:
  - Corey, Chapter 9
- Assignments:
  - *Counseling Group Observation 2: Due Friday, April 13*

**Week #14 (April 14-20)**

- Reading:
  - Yalom & Leszcz, Chapter 11 - "Termination" section
- Assignments:
  - Class Meeting:

**Week #15 (April 21-27)**

- Break: Spring Break - No Classes

**Week #16 (April 28 - May 4)**

- Reading:
  - Corey, Chapter 4
  - Supplemental Materials on Canvas
- Assignments:
  - *Final Group Proposal: Due Friday, May 4*

**Week #17 (May 5-12)**

- Reading:
  - Corey, Chapters 10-11 (Group in Schools/Community Settings)
- Assignments:
  - Discussion Post 6: Due Friday, May 11
  - Response Post: Due Sunday, May 13

**Finals Week (May 8-12)**

- *Assignment: Final Exam: During Finals Week*