



North Carolina Central University
School of Education

MISSION

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is to prepare educational professional to serve and inspire excellence in teaching, administration, counseling, communication, technology and other related services. Central to this aim is the development of leaders who promote social justice and dedicate themselves to the well-being of a global community. The primary focus of the counselor education mission is to prepare professional counselors who promote development across the lifespan, advocate for systemic change, and respond to the complexity of human needs associated with a diverse society. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment. The guiding conceptual framework for all programs in the School of Education is stated as ***preparing educators for diverse cultural contexts***.

The School of Education’s Vision: To Prepare Educators for Diverse Cultural Contexts and Advance Teaching, Scholarship, and Service through Diversity, Partnership, and Technology.

The Counseling and Higher Education Department mission: North Carolina Central University is located in Durham, a fairly urban area in central North Carolina. Nearby regions include rural areas, as well as the Research Triangle Park. The Department of Counseling and Higher Education prepares professional counselors to work in career, school, and community agency settings who promote development across the lifespan, advocate for systemic change, and respond to the complexity of human needs associated with a diverse society. Faculty are expected to teach and mentor students, serve the community and profession, and conduct and disseminate research.

Syllabus for CON 5351 –OL1 Theories and Techniques in Counseling FALL 2025

I. Instructor Information

Name: Richard Tyler-Walker, PhD, LCMHCS

Location: Virtual

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Telephone: 919-322-8563

Alternate: Juls Joyner (Administrative Assistant: 919-530-7289)

Office Hours

Immediately before or after class or virtually, by appointment

About This Course

Meeting Times: Mondays 4:00 – 6:30pm

Mandatory Residency Dates: November 17th & 18th, (8:30 – 5 pm) (Location TBD)

II. Course Description

This course is designed to provide an understanding of the dynamics, processes, and functions of group work in guidance activities and in counseling. Students will be able to identify the therapeutic forces for behavioral change within a counseling group. They will demonstrate the skills to lead a group, and through participation in a group, demonstrate their ability for interaction and growth. This course is a 3-semester hour graduate credit class and is a requirement for all degree tracks and counselor education majors. The primary purpose of this course is to assist students in developing group counseling skills to becoming an effective group facilitation leader. The course will be a blended experience which involves a synchronized online class with a three-day on campus residency.

III. Methods of Instruction

Part of this class is experiential and involves leading a group as well as serving as a group member. Both your leadership or co-leadership and your participation as a group member will highly influence your grade and successful completion of this course. Students will also learn through lecture, reading, and active participation in the class setting, videos, and practice simulations. Students will be expected to participate in discussions supported by readings and in-class experiential exercises during residency.

Counselor Education Program Objectives

The program develops counselors who:

1. Develop a theoretically solid philosophy of practice;
2. Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
3. Formulate a professional identity that responds to the needs of their client populations;
4. Utilize cultural competence in practice;
5. Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
6. Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development;
7. Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;

8. Utilize appropriate assessment tools and procedures;
9. Consult with others concerning the developmental needs of culturally diverse clients;
10. Integrate research data into evidence-based practice.

IV. Student Learning Outcomes

CACREP (2024) STANDARDS ADDRESSED IN THE COURSE

<p>CON 5351 - Student Learning Outcomes and CACREP Standard</p> <p>The corresponding 2024 CACREP Standards are listed with each objective. This class serves primarily to meet the curricular expectations for one of the eight common core areas (Group Counseling – CACREP Section 3.F).</p> <p>Students will be able to:</p>	<p>Method for Obtaining Outcome</p>	<p>Method for Evaluation of Outcome</p>
<p>Identify theoretical foundations of group counseling and group work (CACPREP 3.F.1.)</p>	<p>Readings, Classroom discussions, Group Practice Assignments, Videos, Discussion Boards</p>	<p>Client Population Paper and Presentation, Group Practice Assignments, Discussion Boards, Yalom Video Assignment</p>
<p>Identify dynamics associated with group process and development (CACREP 3.F.2)</p>	<p>Readings, Classroom discussions, Group Practice Assignments, Videos, Discussion Boards</p>	<p>Client Population Paper and Presentation, Group Practice Assignments, Discussion Boards, Yalom Video Assignment</p>
<p>Identify and research therapeutic factors of group work and how they contribute to group effectiveness (CACREP 3.F.3)</p>	<p>Readings, Classroom discussions, Group Practice Assignments, Videos, Discussion Boards,</p>	<p>Client Population Paper and Presentation, Group Practice Assignments, Discussion Boards, Yalom Video Assignment</p>
<p>Identify characteristics and functions of effective group leaders (CACREP 3.F.4)</p>	<p>Readings, Classroom discussions, Group Practice Assignments, Videos, Discussion Boards</p>	<p>Client Population Paper and Presentation, Group Practice Assignments, Discussion Boards, Yalom Video Assignment</p>
<p>Describe approaches to group formation, including recruiting, screening, and selecting members (CACREP 3.F.5)</p>	<p>Readings, Classroom discussions, Group Practice Assignments, Discussion Boards</p>	<p>Client Population Paper and Presentation, Group Practice Assignments, Discussion Boards,</p>

Address application of technology related to group counseling and group work (CACREP.3.F.6)	Readings, Classroom Discussions	Discussion Boards
Describe types of groups and other considerations that affect conducting groups in varied settings (CACREP 3.F.7)	Readings, Classroom Discussions,	Client Population Paper and Discussion Boards
Address culturally sustaining and developmentally responsive strategies for designing and facilitating groups (CACREP 3.F.8)	Readings, Classroom discussions, Group Practice Assignments, Videos, Discussion Boards	Client Population Paper and Presentation, Group Practice Assignments, Discussion Boards, Yalom Video Assignment
Understand ethical and legal considerations relative to the delivery of group counseling and group work across service delivery modalities (CACREP 3.F.9)	Readings, Classroom discussions,	Discussion Boards
Participate in 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 (CACREP 3.F.10) (Key Performance Indicator: Students participate as group members and group facilitators)	Readings, Classroom discussions, Group Practice Assignments, Videos, Discussion Boards	Client Population Paper and Presentation, Group Practice Assignments, Discussion Boards, Yalom Video Assignment
*Demonstrate leadership and facilitation of group components, including group process, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work to the counseling practice (S); Key Performance Indicator for Group Counseling and Group Work)	Participation as a facilitator and member in the group practice and group counseling residency.	Group Counseling Feedback from professors, colleagues and instructors; CSDAT feedback evaluations; Group Counseling Facilitation Group Residency Personal Reflection

IV. Texts, Materials, and Resources

Required:

1. Jacobs, E., Schimmel, C., Masson, R. L., & Harvill. (2016). *Group counseling: Strategies and skills*. Cengage Learning. 978-1-305-08730-9 (Cengage/MindTap Textbook)

2. American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Videos to be used:

Yalom, I. (2020). A live Group Demonstration Parts 1 & 2

Yalom, I. (2020). Understanding group psychotherapy-volume II: Inpatients. *Psychotherapy.net*. Retrieved from <https://www-psychotherapy-net.ezproxy.nccu.edu/stream/nccu/video?vid=009>

Optional Extra Reading

Tate, Christie. (2020). *Group: How One Therapist and a Circle of Strangers Saved My Life*. Avid Reader Press / Simon & Schuster

Bellafiore, D. R., Colón, Y., & Rosenberg, P. (2004). Online counseling groups. *Online counseling: A handbook for mental health professionals*, 197-216.

Capuzzi, D., Gross, D. R., & Stauffer, M. D. (2010). *Introduction to Group work* (5th ed.). Love Publishing.

Corey, G., Corey, M. S., & Haynes, R. (2006). *Student workbook for groups in action: Evolution and challenge*. Brooks/Cole.

Guth, L. J., Pepper, E. L., Stephens, A. F., Pollard-Kosidowski, B. L., & Garrow, J. (2021). Ten tips for the facilitation of virtual groups, *The Journal for Specialists in Group Work*, 46 (4), 309-321, DOI: [10.1080/01933922.2021.1984620](https://doi.org/10.1080/01933922.2021.1984620)

Paleg, K. & Jongsma, A. E. (2015). *The group therapy treatment planner, with DSM-5 updates* (3rd ed.). Practice Planners. Wiley. ISBN: 1-119-07318-9

V. Canvas

The syllabus, assignments, grading rubrics, readings, and other materials related to the course can be found in Canvas. Please ensure that you have complete access to the course in Canvas by the end of the first week of class. If you have questions about your Canvas account, please

contact the campus Helpdesk at nccu.edu/facultyandstaff/its/helpdesk.cfm or contact the Eagle Technical Assistance Center (ETAC) at 919-530-7676.

VI. Course Policies

Attendance

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. All class and residency attendance are mandatory. Instructors will keep attendance records in all classes. Observance of videoconferencing etiquette and in person meetings is mandatory. Put cell phones and any other devices away including laptops that are not for the purpose of class. Punctuality and participation are necessary to accomplish the goals of the course.

If there are extenuating circumstances that come up, it is the student's responsibility to inform the instructor of any authorized absence and to make up all work. Points will be taken off from the participation/ disposition grade for unexcused absences, unexcused lateness, and lateness of assignments.

Respect

Students are expected to assist in creating and maintaining an environment that is conducive to learning. All members of the learning community will demonstrate such respect by refraining from distracting, discourteous, or harmful behavior. Students are expected to practice classroom confidentiality: in other words, whatever is discussed in the classroom is expected to remain in the classroom. Emotional safety is paramount. Disrespecting another's racial, religious, gender, sexual, or other identity; attacking another's point of view etc. will not be tolerated.

Confidentiality: During Group Work

Sharing in group can be anxiety-provoking and personal and all information discussed in the group needs to be kept confidential. This means to not discuss any information shared or the reactions of any member of the group with anyone outside of the group. As self-exploration is an integral part of this course, you must decide for yourself what and how much you want to share about yourself. You will not be evaluated on the basis of how much or the nature of what you disclose about yourself; however, to get the most out of the experience, you are encouraged to challenge yourself and take interpersonal risks.

Assignments

All assignments must be completed and turned in via canvas on time. Late assignments are subject to grade penalties. Five points will be deducted for each day the assignment is late. If you do turn in an assignment late, please *email* the instructor. Extensions can be arranged provided you reach out.

All written assignments are to be typed in Times New Roman, 12-point font, double-spaced, with 1" margins and a cover page. All sources used must be referenced in APA style. Cover pages and reference pages are not counted toward the required page length.

VII. University Policies

Academic Honesty Policy

North Carolina Central University views academic honesty as a critical value protecting the transmission of knowledge. Academic dishonesty is a serious violation and includes providing/receiving unauthorized assistance with papers, projects, and exams; presenting, as one's own, another's words/ideas without acknowledgement; presenting the same papers/projects for credit in two classes without explicit professor permission; and using undocumented internet information. The use of any form of AI (Artificial Intelligence) on class assignments such as papers would be considered Academic dishonesty. Academic dishonesty will result in a grade of "F" in the course.

Statement of Inclusion/Non-Discrimination

North Carolina Central University is committed to the principles of affirmative action and nondiscrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

Student Accessibility Services (formerly Student Disability Services)

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/sas and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with SAS.

Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct

Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

Other Campus Programs, Services, Activities, and Resources Other campus resources to support NCCU students include:

- Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.
- Counseling Center. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.
- University Police Department. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the [NCCU Student Code of Conduct \(Code\)](#). The [Code](#) outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the [Code](#).

In addition to community standards to which all students are accountable, the [Code](#) outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe

and conducive educational environment will be considered a violation of the NCCU Student Code of Conduct.

VIII. Course Assignments

Assignment 1: Participation (40 points) and Disposition (60 points)

Class attendance and participation will comprise a major part of the final grade. This will be based upon active participation in discussions, simulated situations, demonstrated knowledge of assigned reading and completion of assignments. Part of this class is experiential and involves leading a group as well as serving as a group member. Both your leadership and your participation as a group member will influence your participation grade.

As a part of your attendance and participation evaluation, students are graded regarding the following criteria:

- 1) Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
- 2) Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery.
- 3) Demonstration of effective leadership skills.
- 4) Active engagement in class activities and participation. Students are expected to fully engage in modules and class meetings including discussions, experiential activities, self reflection, and practice exercises. Engagement includes completion of all readings and tasks outside of class, as well as active contributions in class.
- 5) Contributions to class discussion displaying critical and creative thinking skills.

(**See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.)

As your instructor, I do not foresee there being any concerns about professional behaviors; each of you have demonstrated these behaviors, as evidenced by acceptance into the program. If there is a reason for me to have any concern about a student's dispositions and there is a potential for the student to receive a less than ideal evaluation in this area, I will be in contact with that student to address the concern.

Assignment 2: Discussion Board Reflections (45 Points)

Students will be asked to respond to 3 discussion boards for reflection outside of class. Feel free to respond to some of your classmate's posts as well. Each board/post is worth 15 points for a total of 45 points.

Assignment 3: Understanding Group Psychotherapy Video Series by Yalom (35 Points)

Watch the two psychotherapy group sessions (by Yalom provided on Canvas).

1. Watch the Yalom group sessions (A Live Demonstration of Group Therapy Parts 1 & 2).
2. After watching the psychotherapy group sessions, you will answer the questions set up in canvas. Please upload your responses in canvas by **9/29/25**

Assignment 4: Group Counseling Practice

(Key Performance Indicator for Group Counseling and Group Work)

This assignment is meant to assess your knowledge, skills, and/or dispositions and represents a Key Performance Indicator for students in our program. Should you not demonstrate the knowledge, skills, and/or dispositions at the appropriate level you will be asked to re-do the assignment. The KPI equals the total points for 4A,B,C,D

4. Part A. Practice Group Counseling Facilitation (co-facilitators): 50 Points

This assignment refers to you facilitating a practice group during the semester. Co-facilitators will be chosen/assigned. You will develop a practice group session. The topics will be the topics chosen from where we are with the content in the textbook and the current status of our group. The experiential group you will co-lead should last 45 minutes. Remember to use your attending, facilitating skills, feeling reflections, paraphrasing, summarizing, linking, confronting, blocking, and be present. Group members will be asked to work on some goals/wellness goals during the semester's group experience and the co-facilitators will create an adaptable structure that incorporates content from the chapter, helps members work on goals, and provides a flexible activity that keeps the group growing and working in a fluid manner. Students will sign up for a practice date at the beginning of the semester and submit to the course instructor the Practice Session Proposal the **Monday before their session** to plan and get feedback on the focus of the group they will facilitate. The form for the Practice Session Proposal is uploaded in canvas. There will be a folder in canvas to submit this completed form. The 50 points for the assignment include submitting the practice session proposal on time and the facilitation of the practice session.

4. Part B. Residency Group Counseling Facilitation (co-facilitators): 100 Points

This assignment refers to facilitating a group session during the group residency. Co-facilitators will be assigned. Remember to use your attending, facilitating skills, feeling reflections, paraphrasing, summarizing, linking, confronting, blocking, and be present. Students will receive written feedback from peers on the Residency Peer Evaluation form as part of residency as well as the course instructor and visiting faculty member. You will be paired with a co-facilitator and continue to work on member goals and come up with an activity that embodies the themes and focus of the group at that point in the semester when the residency occurs. On **11/10/25** you will be asked to submit the Residency Session Proposal to get instructor feedback on the focus of your residency group. The Residency Session

Proposal form is uploaded in canvas. The 100 points for 4.B. includes submitting a thoughtful proposal form on time and facilitating the group at residency. There will be a folder in canvas to submit this form.

This experience will provide learners the opportunity to:

- 1) Demonstrate group leadership skills and counseling skills;
- 2) Discuss and observe group dynamics and processes;
- 3) Provide feedback and self-disclose to peers in a facilitative and supportive manner.

4. Part C. Group Residency Personal Reflection - Due 11/24/25

Write and submit a 1-3 page reflection paper double spaced typed on your thoughts and feelings about serving as a co-facilitator during group residency. Please reflect on the following:

- a. What went well/strengths.
- b. Growth areas and goals for the future
- c. Your use of group facilitation skills
- d. Your use of theory/s
- e. What stage of group you and the group were in when you facilitated?
- f. Any feelings you had during the session as facilitator and thoughts you were experiencing and how you worked with those.
- g. Discuss what you learned from peer and faculty feedback.

This reflection paper is due **10/21/28** Please upload in canvas.

4. Part D. Group Process Note - Due 11/24/25

The group process notes will be due the same time as the personal reflection paper. The Group Note is used to assess the effectiveness of activities and to evaluate group interactions over time. Information is compiled by the co-leader concerning the activities used, member participation styles, and process issues. Please review a sample of group notes in canvas and follow that template. The group process note is due in canvas **11/24/25**

5 : Client Population and Group Development Narrated PowerPoint Presentation (80 Points) - Due 11/24/25

Client Population: Select a population (e.g. bully group, eating disorder group, depressed adolescent, divorce group, general therapy. etc) that you expect to encounter in your fieldwork experience or professional work.

Follow the outline available in Canvas and prepare a narrated PowerPoint presentation. **The presentation should be approximately 10** minutes of a narrated PowerPoint.

The Presentation is Due on 11/24/25. Students will need to be prepared to informally highlight a few insights from their Group in class that evening.

6: Developing as A Group Clinician Reflection Paper (80 Points) Due: 12/1/25

Our growth as clinicians involves an ongoing process of increasing our knowledge, practicing our skills and deepening our awareness of the process of counseling both intra- and inter-personally. Holding this as a framework, please reflect on your experiences in this course using the provided outline format in Canvas. Please note the Headings are provided to help you organize your paper. The examples of reflection prompts are provided to give you a sense of what to discuss. You do not need to answer every question – only those that feel relevant to you. This is a first-person reflection paper. You do not need to cite any references or write in APA style. I offer a suggested page estimation of 3-5 pages, but please note that your paper may be shorter or longer depending on your writing style.

IX. Grade Evaluation

Course Requirement	Points	Due Date
Assignment 1: Participation (40 points) and Disposition (60 points) grade	Participation 40 Disposition 60	End of the semester
Assignment 2: Discussion Board Reflections	45 (3 boards at 15 points each)	Due on assigned weeks
Assignment 3: Live Group Psychotherapy Demonstration Video Series by Yalom	35	Questions due on both videos 9/29/25
Assignment 4: Group Counseling Practice 4.A. Practice Group Counseling Facilitation 4.B. Residency Group Counseling Facilitation 4.C.; Group Residency Personal Reflection 4.D. - Group Process Notes	A: 75 B:125 C:50 D:10	A. TBD (proposal for group structure submitted the Thursday before the assigned group.) B. Nov 10 th C. Nov 24 th D. Nov 24 th
Assignment 5 : Client Population Presentation	Narrated Presentation 80	Due 11/24/25

Assignment 6: Development as Group Clinician Reflection Paper	80	Due 12/1/25
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Grading Scale

This course will be graded using an A to F-system as follows:

Grading Scale:

A	540-600
B	480-539
C	420-479
F	< 420

X. Course Schedule

Date	Focus	Readings/Assignments Due
Week 1: August 18 th	Introductions to Each other, the Course	
Week 2: August 25 th	Chapter 1 & 2: Stages of Group, Group Process, and Therapeutic Forces and First Group Session (instructor led)	Text Chapter 1 & 2
Week 3: September 1 nd	Labor Day	No Class
Week 4: September 8 th	Chapter 3 and 4: Purposes of Groups and Planning and Second group session (instructor led)	Text Chapter 3 & 4
Week 5: September 15 th	Chapters 5 & 6: Beginning Stages of Group & Basic Skills for Group Leaders and	Text Chapters 5 & 6 Discussion Reflection 1 Due

	Third group session (instructor led)	
Week 6: September 22 rd	Chapters 7, and 8: Basic Skills for Group Leaders, Focusing, Cutting Off, and Drawing Out and Fourth group session (Instructor Led)	Text Chapters 7 & 8
Week 7: September 29 th	Chapter 9,10,11: Rounds, Dyads, Exercises, and Introducing and Processing Exercises and Fifth group session (student co-facilitator led)	Text chapter 9,10,11 Yalom Video assignment due
Week 8: October 6 th	Chapters 12 and 15, Leading Middle Stage of a Group and Closing a Session or Group and Sixth group session (student co-facilitator led)	Text Chapter 12 & 15
Week 9: October 13 th	Fall Break!	No Class
Week 10: October 20 th		No Class
Week 11: October 27 th	Counseling and Therapy in Groups and Seventh group session (student co-facilitator led)	Chapter 14
Week 12: November 3 rd	Dealing with Problem Situations Eighth group session (student co-facilitator led)	Chapter 16
Week 13: November 10 th	Working with Specific Populations Ninth group session (student co-facilitator led)	Chapter 17 Residency Session Proposal Due 11/10/25
Week 14: November 17 th & 18 th	Group Residency	
Week 15: November 24 th	Reflections on Presentations Wrapping up.	Group Residency Reflection and Group Process Note Due 11/24/25 Client Population Presentations Due 11/24/25
Week 16: December 1 st	No Class Meeting	Development as a Group Clinician Reflection Paper due 12/1/25