CSUN | CALIFORNIA STATE UNIVERSITY NORTHRIDGE

Michael D. Eisner College of Education
Department of Educational Psychology and Counseling

Spring 2022 Course Syllabus
EPC 658 – Seminar in Group Counseling
EPC 658L – Group Counseling Laboratory
Wednesdays 7-9:45pm / Room ED-3113

Instructor: Erin R. McMichael, M.S., PPS
Phone/Text: (949) 750-9009
Email: erin.mcmichael@csun.edu
Virtual Office Link: https://csun.zoom.us/my/epc658sp22
Virtual Office Hours: Wednesdays, 6-7pm via Zoom (if you know ahead of time that you will be attending a particular office hour date, it is preferable to e-mail me to let me know)

Course Description
Theory and practice of group counseling: group work and group development in various settings. Designed to develop and increase understanding and skills related to group counseling; to stimulate interest in working with groups; to enable counseling personnel to consider appropriate uses for group counseling and to evaluate its effectiveness in demonstration and practice. Lab: Extensive practical experience in group counseling entailing supervised feedback. Theory is applied to the actual practice of group work.

Units: 3/1 (4 total)

Prerequisite(s): 659A. Corequisite: EPC 658L. Preparatory: EPC 451; 655; instructor consent.

Instructor's Note: This course is offered to all students in the Master's in Counseling graduate program (e.g., School Counseling & College Counseling sub-options), during both fall and spring semesters. This semester's course is tailored to its enrollees: School Counseling Sub-option students.

Required Reading
Ibrahim, F. A., Ivey, A. E., Pedersen, P., & Ivey, M. B. (2019). *Intentional group counseling: Best practices for a multicultural world* (First ed.). San Diego, CA: Cognella Academic Publishing.

Supplemental and Recommended Reading

1) Many useful guides for group activities can be found in professional journals such as *Journal for Specialists in Group Work, Journal of Counseling and Development, and International Journal of Group Psychotherapy*, and in *Association for Specialists in Group Work* http://www.asgw.org.
2) Additional supplemental reading and media will be listed in this course's file section on Canvas and is subject to change.

College of Education Conceptual Framework

Michael D. Eisner College of Education

Regionally focused and nationally recognized, the Michael D. Eisner College of Education is committed to ***Excellence and Innovation***. Excellence in the acquisition of professional knowledge, skills, and dispositions is evidenced by the growth and renewal of ethical and caring professionals – faculty, staff, candidates – and those they serve. Innovation occurs through collaborative partnerships that represent communities of diverse learners who engage in creative and reflective thinking. To this end we continually strive to achieve the following competencies and values that form the foundation of the Conceptual Framework:

- **E**xcellence in professional and academic preparation   **C**ollaborative partnerships
- **E**vidence of growth and renewal   **C**ommunities of diverse learners
- **E**thical and caring professionals   **C**reative and reflective thinking

---

Instructional Philosophy

The counseling programs at CSUN are designed based on a learning-centered, outcome-based educational principles as described below:

Learning-Centered Education

- A cross-disciplinary, constructivist pedagogical model, learning-centered education refers to designing educational curricula that focus on promoting active student learning of specific skills and knowledge rather than mastery of content.
- In this approach, learning is the focus of curriculum design. Student learning is measured to determine whether students are meaningfully engaging the material. Students are active in this process, applying and using knowledge rather than trying to memorize or analyze it.
- Clearly defined learning objectives and criteria are used to facilitate student learning and democratized the student-teacher relationship.

Outcome-Based Education
- Closely related to learning-centered, outcome-based learning refers to designing curriculum around the final learning outcomes or objectives.
- Rather than simply following the textbook chapter by chapter, the learning objectives drive the curriculum.

The learning objectives and outcome measures for this program have been derived from the following sources:
1. The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements for the specialization in School Counseling.
2. The Student Learning Objectives developed by the departmental faculty.

How this course meets all of these requirements is outlined below.

CACREP Standards Covered in this Class

The Core CACREP standards covered in this class include (in full or partially):

SECTION 2: PROFESSIONAL COUNSELING IDENTITY	
Core 6. Group Counseling and Group Work	a: theoretical foundations of group counseling and group work
	b: dynamics associated with group process and development
	c: therapeutic factors and how they contribute to group effectiveness
	d: characteristics and functions of group leaders
	e: approaches to group formation, including recruiting, screening, and selecting members
	f: types of groups & other considerations that affect conducting groups in varied settings
	g: ethical and culturally relevant strategies for designing and facilitating groups

The **School Counseling** Specialty standards covered in this class include (in full or partially):

2. Contextual Dimensions	n: legal and ethical considerations specific to school counseling
3. Practice	d: interventions to promote academic development
	f: techniques of personal/social counseling in school settings
	j: interventions to promote college and career readiness
	m: strategies for implementing & coordinating peer intervention programs

The School Counseling Performance Expectations (SCPE) covered in this class include: **SCPE 5.2**: Model and demonstrate essential counseling skills in group counseling within psychoeducational and/or psycho-analytic frameworks to address root causes and underlying issues impeding student achievement, including building rapport, showing empathy, and providing non-judgmental support to students.

Specific Course Learning Objectives

Upon completion of this course:

1. Students will have the knowledge and skills in the principles of group dynamics, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work.
   [CACREP stds. II.F.6.a, 6.b, 6.c] *Measured via* the in-class interpersonal group experience and assignments.
2. Students will have knowledge and skills in group leadership styles and approaches, including a variety of group leadership styles. **[CACREP std. II.F.6d]** *Measured via* In-class interpersonal group, lab/field experience, and assignments.
3. Students will have knowledge of theories and models of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature.
   [CACREP std. II.F.6.a] *Measured via* lab/field experience, and in-class interpersonal group assignment.
4. Students will have knowledge and skills in group counseling methods, including group counselor behaviors, appropriate group member selection criteria, and methods of evaluation of group effectiveness. **[CACREP std. II.F.6.e]** *Measured via* In-class interpersonal group, lab/field experience, class lectures, and assignments.
5. Students will have knowledge and skills in the full range of types of group work, including task groups, psycho-educational groups, and therapy groups. **[CACREP stds. II.F.6.d, 6.f]** *Measured via* Psychoeducational Group Proposal and Presentation, and assignments.
6. Students will have knowledge of the professional preparation standards for the training and ethical practice of group leadership. **[CACREP std. II.F.6.g]** *Measured via* class assignments & discussions.
7. Students will have knowledge of the ethical and legal considerations pertinent to group leaders, especially as per Association for Specialists in Group Work (ASGW), of ACA.
   [CACREP stds. II.F.6.g; School Counseling: V.2.n] *Measured via* class lectures & discussions.
8. Students will have knowledge and skills in group counseling methods that promote student success. **[CACREP std. 2.F.6.g; School Counseling: V.3.D, 3.F, 3.J, 3.M].** *Measured via* field/lab experience, and Psychoeducational Group Proposal and Presentation.
9. Students will have knowledge and skills in group and classroom approaches designed to assist all students with academic, career and personal/social development. **[CACREP stds. 2.f, 6.g; School Counseling: V.3.d, 3.f, 3.j, 3.m].** *Measured via* field/lab experience and course assignments/discussions.
10. Students will have knowledge and skills in peer facilitation. **[CACREP: IIF.6.d, 6f; School Counseling: V.3.m]** *Measured via* in-class interpersonal group participation and course assignments.

Policies and Resources

Attendance

In "normal" times, students manifest their responsibility in the regularity and punctuality of their attendance. We continue to balance our lives as best we can during this ongoing pandemic, and it is not always possible to commit to being somewhere at any given time.

Due Dates and Times

Due dates and times are typically non-negotiable unless an extension is provided to the entire class and/or if one has been approved in writing for a serious medical necessity or extreme personal or family-related emergency. If you cannot adhere to a due date, please contact the instructor <u>as soon as possible</u> to negotiate an acceptable alternative due date. Any group assignments and presentations will need to be negotiated and agreed upon together, with each student within your group, before contacting the instructor with a proposed alternative due date. Requests for extensions within 48 hours of a due date will typically be denied unless the circumstance is an unavoidable emergency. All assignments are due on the identified date by the beginning of class (7pm) either in person or via Canvas unless otherwise instructed**.**

Requests for Incompletes

Incompletes will only be considered in accordance with university policy, which requires that 75% of the course be completed prior to the unforeseen grave circumstance(s) at the end of the semester, such as the loss of an immediate family member, hospitalization, or severe illness. Students must request a grade of Incomplete in writing using the University's Incomplete Request Form (Incomplete Request).

Religious Holidays

If you celebrate a religious holiday that falls on a scheduled class meeting, please notify the professor during the ***first two weeks of class***, so that proper and equitable accommodations can be made. Students are responsible for selecting presentation days that do not conflict with one of their religious holidays.

Professionalism

As a student in a professional training program, you are expected to consistently demonstrate professional behavior. This includes but is not limited to:

- Being on time to class with assignments complete.
- Respectful interactions with all students and faculty.
- Proactive engagement in the learning process.
- Being organized and prepared for in-class discussions.
- Managing paperwork effectively.
- Managing technology effectively (if you have need of technical assistance visit http://www.csun.edu/it to submit a help ticket).
- Attending to class discussions/lectures and using technology (Laptops/iPads/etc.) for class purposes only.
    1. ***Note****:* It can be very tempting to check email, social media, play games, etc. during class when using technology at your desk and/or at home. Should you ***appear*** to be disengaged from class discussions, lectures, or small/large group activities, points will be deducted from your overall participation and professionalism grade.
- Maintaining a private, quiet, distraction-free environment whenever possible during mandatory online lectures. However, you will not be penalized if your dog, cat, child, or Domino's pizza delivery person appears on your screen. It will likely be a welcome moment of entertainment for everyone.
- Web cameras must be on during Zoom class lectures except during breaks or in the event of technology breakdown.
- Managing personal information (own and others') appropriately.
- Seeking assistance related to assignments in advance of due dates.
- Engaging in email communication with students and faculty appropriately and professionally (e.g., proper email etiquette, using appropriate language, etc.).
- Please ensure you have turned off your cell phone during both in person and online lectures or placed it on silent.
- Student Identified Class norms: 1) Eating food is okay; just don't be loud, gross, and obnoxious about it. 2) Be mindful of background noise when engaged in online lecture and presentations. 3) Be respectful of others' opinions – Disagree with the opinion and not the person. 4) Be engaged when colleagues are presenting. 5) This should go without saying, but, please do not attend class lectures, discussions or presentations while visibly intoxicated or under the influence of alcohol and/or illegal drugs.

Students who have difficulty in one or more of these areas may have their participation grade lowered, and in severe cases may fail the course and/or be referred to the Student Affairs Committee for further review.

Statement on Confidentiality
EPC 658 is a seminar that will involve an experiential, process-based approach to learning the ins and outs of group counseling methodology and best practices. A lot of this class will be conducted with sessions of group role-play activities, and personal or private information sharing. It is mandatory that students maintain confidentiality *to the best of their ability* with regards to handling personal information that is shared in this course. For Zoom meetings, please use headphones whenever possible if you are not alone in your workspace/home office. What is discussed and shared in this course, must not be shared outside of this course when pertaining to student/personal information. Lecture material that is directly shared from the course textbook and not related to personal information is not considered confidential by nature. With that being said, confidentiality cannot be guaranteed due to the nature of distance learning, and therefore, it is with discretion that you share personal information. Students are expected to adhere to the Ethical Guidelines of the Association for Specialists in Group Work (ASGW). ***This course involves a fair amount of self-disclosure, and therefore each student holds an ethical responsibility for maintaining confidentiality.***

Class Participation Expectations & Statement on Web-Cameras
It is **mandatory** for all graduate students in this course to have their web-cameras on during the entirety of each Zoom class meeting (except during breaks) and the use of a virtual background is highly encouraged. Being able to see each other's faces, and both verbal and non-verbal expression is extremely important—especially in a course like this one. Not only do we need to see each other for the purposes of learning and communicating throughout this course, but we must also utilize it as practice for group counseling experiences at your respective school sites, and during role-playing activities in this course. If you have any questions about this policy for the course, please contact the instructor ASAP.

Professional Liability Insurance
It is a departmental requirement that each student obtain professional liability insurance for fieldwork experience, including student leadership in groups. Very reasonable student insurances rates are available through most professional counseling organizations.

Students with Disabilities
If you have special needs as addressed by the Americans with Disabilities Act (ADA), and need course materials in alternative formats, notify the professor **within the first two weeks of class**. Students interested in accommodations should contact the University's office for students with disabilities (Disability Resources and Educational Services, 818/677-2684); only this office can recommend and arrange for accommodations. No accommodations may be made without their approval. Any and all reasonable efforts will be made to accommodate any special needs.

Policy on Cheating and Plagiarism
Cheating and plagiarism are serious offenses in a professional program and may result in expulsion from the program/university on a *first offense*. See the University Catalog for further

information. Additionally, students should refer to the Ethics Codes of the American Counseling Association (ACA) and the American School Counselor Association (ASCA) for ethical guidelines regarding plagiarism. For a definition and examples of plagiarism and self-plagiarism, students can refer to the *APA Publication Manual, 7th edition*. Additionally, students <u>must submit original work</u>. Any papers or assigned writing must be original work and cannot be taken from previous papers submitted for other courses. If you are found submitting a paper in this manner, you will receive a 0 on the assignment and your participation and professionalism grade will be lowered by up to 50% total points. Any student caught cheating will be referred to the department Student Affairs Committee.

Signature Assignment

Each course in the program has a signature assignment that is consistent across sections and designed to ensure that all students demonstrate competency in core knowledge and skills. These assignments are graded using a scoring rubric and are used to measure student learning outcomes in the program and to provide faculty with information about the effectiveness of the curriculum.

<u>The signature assignment for this course is:</u>
Psychoeducational Presentation & Group Process Demonstration

Instructional Format

Each class will involve lecture, group counseling demonstration, and in-class discussion. The lab portion of the course will involve presentation of field site experience and instructor feedback.

In-Class Interpersonal Group

In order to facilitate the learning of group counseling and interpersonal skills, this course will include weekly interpersonal training group experiences. Scholarly research indicates that this training model provides students with the best opportunity to develop group leadership skills and experience firsthand the power of group process and its impact on all aspects of personal growth and development. Students will gain experience as both group member, co-facilitator (with the instructor), and as a leader of a psychoeducational group. Students will learn to reflect upon and evaluate the development and process of group work. Students will be given feedback on the demonstration of their work as group co-facilitator during group sessions. Students will learn to engage in self-assessment of their group counseling skills and refine their ability to understand and integrate feedback from other professionals-in- training.

Laboratory Course
EPC 658 and 658L are offered as a combined classroom and laboratory course.
Students must have a field experience as the "lab" portion of the class. Students will participate in discussions in class regarding fieldwork experiences and group facilitation. Although offered as two separate units, a 1-unit Lab, and a 3-unit lecture class, because the course is taught as one entity by your professor, students will earn one grade for the entire 4-unit course. Therefore, the grade recorded on your CSUN transcript will be identical for EPC 658 and for EPC 658L.

EPC 658L - LAB/ Field Experience
The laboratory/experiential requirements of this course include a minimum six (6) clock hours of a group experience, (Eight hours is recommended per ASGW teaching and learning standards. Students may fulfill this requirement as described below):

1. Facilitate (or observe with another school counselor) a group for 6-8 sessions plus 4 hours of pre-screening and interviewing.
2. Additionally, you will need to conduct 2-4 hours of pre-screening and interviewing potential group members.

Regarding the Lab/Group Experience at your Field Site:
Observe and/or participate in a small psychoeducational, task, or counseling group according to the principles, methods, and ethical practices taught in course.
Optimal small group size is 6-8 group members. Whether you lead, co-facilitate or observe, plan to be involved in as many aspects of the group as possible, including group formation tasks (e.g., pre-selection and interviewing), all group stages, termination, and assessment and evaluation.
In-class Psychoeducational Groups
Students will be leading a psychoeducational group as a requirement for EPC 658. The hours spent leading this group will provide additional group facilitation experience.

Overview of Course Activities & Assignments

I. Psychoeducational Group Proposal (Final submission should be 6-8 pages double-spaced, not including the reference page)* (SCPE 5.2)
Students will develop a Psychoeducational Group Proposal in the form of a literature review. The group must be designed around two factors:
1) A specific target population
2) A specific concern/issue and/or skill set

The Group Proposal must include the following components:

2. Group Purpose – (one paragraph)
3. Group Membership – (provide a brief description of the target population and the ideal size of the group)
4. Length of Group – (suggested number of weeks)
5. Literature Review – Provide the evidence-base that supports the rationale and purpose of your psychoeducational group. *Students will write a brief review of the literature using a minimum of 4 peer-reviewed journal articles from the past 10 years (2012 and forward) to support the rationale for the group and the curriculum design for the group.* (4-5 pages)
6. The Curriculum: Provide a detailed outline of the group curriculum (e.g., the topics, and possibly some activities) to be introduced at each weekly group session. (2-3 pages)
7. References List – APA format

*This assignment will be turned in over the course of two submissions. The first submission will be an outline including numbers 1-4 and your list of references.

II. **Psychoeducational Presentation & Group Process Demonstration** (<mark>SCPE 5.2</mark>)
After completing the written assignment, each student will be scheduled to lead the class in one session of their Psychoeducational Group. The elements of this assignment are as follows:
   1. **Presentation: (3 to 5 minutes)**
Each student will provide a brief verbal presentation of their group as outlined above. The presentation should also include the findings from your research.
   2. **Group Process Demonstration: (45 minutes)**
Each student will lead one session from their proposal, while the other students will participate as group members. As group leader, each student will provide any necessary materials in class (handouts, worksheets, etc.) to fully engage the participants in the group session.

All group process demonstrations will be in person, on campus, unless otherwise arranged.

Q & A and Feedback/Discussion: (10 minutes)
Following the presentation and demonstration, the students will engage in a question-and-answer session and provide constructive feedback to the group leader.

III. **Self-Assessment (2-4 pages double-spaced – no reference page is required)**

Each student will submit a written self-assessment that discusses the student's perceived strengths for group facilitation work, as well as areas for growth. Students are expected to engage in an assessment of their qualities & skill sets that will assist them in designing group curriculum & discussion that meets the needs of the populations they are serving. And conversely, students will examine areas or skill sets that they would like to further develop. This is a personal reflection paper and will be written from the student's point of view (first person point of view). A reference page is not required.

IV. **Documentation of Hours Form**

As part of the participation points in EPC 658L, students must submit the Documentation of Hours Form to account for time spent leading/co-leading/observing groups at their field site.

V. **Participation Points via Reading Reflections**

Students will need to demonstrate comprehension and critical thought of the course's textbook material, as demonstrated by in class discussion and written assessments of a particular week's reading. The reading reflections will consist of the instructor posting 1-2 questions for students to answer briefly (1-2 paragraphs per question) pertaining to the specified chapter(s). Reflections will be expected each week regardless of mode of instruction. Be prepared to discuss in person for meetings on campus. These will be assigned by the instructor each week and students will have 24 hours to complete and upload the reflection. Missing reflections will incur participation points to be deducted.

*No reading reflections will be assigned during holidays/recesses.

Evaluation

Students will be evaluated on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by students' completion of above referenced assignments and participation requirements, as well as on professionalism.

Students will be evaluated on their understanding of the material presented and on the quality of their participation. The final course grade will be determined by the following:

Course Activity	Value
Group Proposal Topic & Reference List	15
Psychoeducational Group Proposal (Full Paper)	25
Psychoeducational Group Demo (Presentation)	30
Self-Assessment Paper	15
Participation & Professionalism	15
Total	100 points

*Participation may count for up to 100% of grade for serious conduct issues (e.g., failing to adhere to ACA & ASCA Code of Ethics, department and university student Codes of Conduct, etc.).

Written Work

All written work is expected to be APA style of university graduate-level quality, including typed, spellchecked, and grammatically correct. Writing must reflect competency with regard to organization of thought, grammar, and spelling. Assignments must be typed and double-spaced with standard-size font and color. Assignments turned in late will be assigned a lower grade than earned if submitted on time.

Grading System

A 100-point grading scale will be used for the final grade; please note that a grade of A is the highest final grade that one can receive for the course, but a grade of A+ is granted for exceptional work in the class. ***Note****:* No grade will be rounded up or down.

Points	Grade
97+	A+
93-96	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
72-77	C
70-71	C-
60-69	D
Below 60	F

University Policy on GPA Requirements for Graduate Programs (from the University Catalogue)

Students pursuing a Graduate Degree must maintain a minimum 3.0 (B) average in the formal program and the cumulative grade point average. No grade below a "C" can be counted in the formal program. Any grade of "C-" or below in the formal program must be repeated after an approved course repeat form has been filed. If the student does not receive a "C" or better on the 2nd attempt, the student will be disqualified from the program. A maximum of 6 units in the formal program may be repeated at the graduate level. The repeat grade will appear on the transcript. Departments may have higher standards that take precedence over the University policy.

Final Grade for EPC 658 and 658L

As noted above, students will receive one grade for **both** EPC 658 & 658L. The final grade will be based on student performance on all course requirements. Participation points are given for participation in both in-class and field site activities.

Useful Links

CSUN's Computer Support
CSUN Helpdesk

Request for Incomplete Grade
Incomplete Grade - Request Form

Disabilities Resources and Educational Services
DRES

Writing Center
Learning Resource Center

The Pride Center
CSUN Pride Center

Research and Library Assistance
Research and Library Assistance

CSUN Student Conduct Policies
Student Conduct Policies

Tentative Course Schedule*

*For each class session, the indicated reading for that day will be used as the basis for class discussion & activities. The instructor reserves the right to modify the course schedule, including, but not limited to, changes to: assignment due dates, the content and/or requirements of assignments, reading assignments, and homework assignments for purposes of meeting course goals & learning objectives.

Date	Weekly Course Topics/Activities	Readings Due:	**Assignments Due**
Week 1: 1/26/2022 **On Campus**	Introductions; Syllabus review; Overview of Course; Privilege & Disadvantage Activity Reflections	None	**Privilege & Disadvantage Inventory (via class discussion)**
Week 2: 2/2/2022 **Zoom Meeting**	**Best Practices for Group Work**: Intentional group leadership: Group Work with an emphasis on culture and social justice	Ibrahim, et al. 2019 Ch. 1 (p. 2)	**Group sign-ups due**
Week 3: 2/9/2022 **On Campus**	**Best Practices for Ethics, Cultural Competence, and Social Justice in Group Work**	Ibrahim, et al. 2019 Ch. 2 (p. 40)	**Submit Psychoeducational Group Proposal Topic & Preliminary Reference List**
Week 4: 2/16/2022 **Zoom Meeting**	**Best Practices for Listening and Process Skills:** Attending Behavior	Ibrahim, et al. 2019 Ch. 3 (p. 64)	
Week 5: 2/23/2022 **On Campus**	**Best Practices in Group Work:** Focusing, Pacing, Leading, and Linking	Ibrahim, et al. 2019 Ch. 4 (p. 98)	
Week 6: 3/2/2022 **Zoom Meeting**	**Best Practices for Managing Conflict and Confrontation**	Ibrahim, et al. 2019 Ch. 5 (p. 130)	
Week 7: 3/9/2022 **On Campus**	**Best Practices for Drawing Out the Story:** The Basic Listening Sequence (BLS)	Ibrahim, et al. 2019 Ch. 6 (p. 176)	**Psychoeducational Group Proposal Paper Due**
Week 8: 3/16/2022	**Best Practices for Full Group Session—**	Ibrahim, et al. 2019	

On Campus	**Microskills, Part I**: Theme-Centered Group Interaction and Phases of a Group	Ch. 7 (p. 210)	**Group Demonstrations**
Week 9: 3/23/2022 **Spring Recess** **No Instruction**	Practice Self-Care	Try to Relax & Have Fun	**See you next week!**
Week 10: 3/30/2022 **On Campus**	**Best Practices for Full Group Session— Microskills Part II:** Theme-Centered Group in Action and Phases of a Group	Ibrahim, et al. 2019 Ch. 8 (p. 244)	**Group Demonstrations**
Week 11: 4/6/2022 **Zoom Mandatory Check-Ins**	Focus on school site groups	Readings TBA	
Week 12: 4/13/2022 **On Campus**	**Best Practices for Interpersonal Influence, Part I:** Listening, Reframing/ Interpreting, Using Self-Disclosure, and Giving Feedback	Ibrahim, et al. 2019 Ch. 9 (p. 274)	**Group Demonstrations**
Week 13: 4/20/2022 **Zoom Meeting**	**Best Practices for Interpersonal Influence, Part II:** Using Structuring Strategies, Exploring Logical Consequences, Eliciting and Reflecting Meaning	Ibrahim, et al. 2019 Ch. 10 (p. 312)	
Week 14: 4/27/2022	**Best Practices for Using Group Microskills and**	Ibrahim, et al. 2019 Ch. 11 (p. 344)	**Group Demonstrations**

On Campus	**Strategies:** Alternative Theoretical Approaches		
Week 15: 5/4/2022 **Zoom Meeting**	**Best Practices for Group Work with Vulnerable Developmental Stages:** Children, Adolescents, and Older Adults	Ibrahim, et al. 2019 Ch. 12 (p. 390)	
Week 16: 5/11/2022 **Last Day of Instruction; On Campus**	**Best Practices for Assessing Your Personal Leadership Style**	Ibrahim, et al. 2019 Ch. 13 (p. 410)	**Group Demonstrations** **Self-Assessment Paper Due**

EPC 658/L INDEX for CTC Standards

Pages on which CTC Standards are Introduced in <mark>yellow</mark>

SCPE	Introduced
5.2	9, <mark>10</mark>