



UNIVERSITY of MARYLAND
EASTERN SHORE

SCHOOL of PHARMACY AND HEALTH PROFESSIONS
Department of Rehabilitation

Course Syllabus RECN 701: Group and Family Counseling

General Information

Program : Master of Science Rehabilitation Counseling
 Course Codification : RECN 701
 Course Title : Group and Family Counseling
 Credit Hours : 3 (30 contact hours)
 Class Time :
 Class Location :
 Instructor :
 Email :
 Phone :
 Office Location :
 Office Hours :
 Program Assistant :
 Email :
 Phone :

Course Description

This course integrates family and group process theory, interventions, practices, and methods into an advanced, applied course. The course addresses both clinical and organizational aspects of working with families, groups and organizations in the rehabilitation process. The student is challenged to develop an understanding of group processes that apply concepts, research and best practice models to a variety of settings, client profiles and organizational models. Counseling, Counseling Psychology, Psychology, Social Psychology, Family Systems Theory, and organizational and clinical models are covered in addition to experiential elements that build competencies that are effective in rehabilitation and healthcare settings. Between 15-30 clock hours practica (practice), (as determined by the course instructors), of virtual (in vivo) supervised group counseling are required.

Add/Drop

Process	Last day
Add/drop period ends	
Withdrawal period ends	

See Academic Calendar Spring [2022](#) for further important dates and deadlines.

University Support Services

The University recognizes that students could need some help outside of class and offers academic assistance through several offices. In addition to talking with your instructor and advisor, we recommend you contact the Center for Access and Academic Success (CAAS) for help with your academic studies.

Course Objectives and Key Performance Indicators

CA6a: Students will develop knowledge to lead groups using ethical and cultural relevant strategies for designing and facilitating groups across varied settings.

CA6b: Students will demonstrate the ability to lead a group in a variety of professional settings.

Course Objectives	CACREP Standard	Assessment
1. Recognize theoretical foundations of group counseling and group work.	2F-6a	
2. Distinguish the dynamics associated with group process and development.	2F-6b	
3. Identify therapeutic factors and how they contribute to group effectiveness.	2F-6c	
4. Describe characteristics and functions of effective group leaders.	2F-6d	
5. Assess approaches to group formation, including recruiting, screening, and selecting members.	2F-6e	
6. Describe types of groups and other considerations that affect conducting groups in varied settings.	2F-6f	
7. Implement ethical and culturally relevant strategies for designing and facilitating groups.	2F-6g	
8. Draw conclusions from 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.	2F-6h	

Resources

Required textbook	Corey, G. (2016). <i>Theory and Practice of Group Counseling</i> (9th edition). Cengage Learning.
Recommended References and Resources	Gladding, S.T. (2003). <i>Group Work: a counseling specialty</i> (4th ed.). Merrill/Prentice Hall. Kraus, K.L. (2003). <i>Exercises in Group Work</i> . Merrill/Prentice Hall. Yalom, I.D. (1995). <i>The Theory and Practice of Group Psychotherapy</i> (4th Ed.). Harper Collins Publishing. Corey, G. (1995). Student Manual - Theory and Practice of Group Counseling (4th ed.). Wadsworth, Inc.

Methods of Instruction

1. Virtual group, direct Group and/or family counseling experiences supervised by the instructor.
2. Participation in virtual (group, individual, dyad, and/or triad) and other counseling / role-playing activities.
3. Review and discussion of current research, addressing a topic or subject appropriate to the course objectives and individual student counseling interests. Assigned by the instructor.
4. Presentation of an assigned theory of counseling, and demonstration of a specific group activity (directed or facilitated by the student related to the assigned theory) with a specific purpose or outcome in mind. It can be instructional/educational, motivational, or focused on research such as Delphi technique, Nominal Group Technique, or Participatory Action Research.

Evaluation strategies

1. Essays/Quizzes (15%)

The student will complete the assigned essays and or quizzes (chapter quizzes and other quizzes as assigned). (All quizzes must be completed, with a passing grade by the assigned due dates).

2. Presentation (25%)

The student will complete one presentation (which will be 30 minutes in length and will be recorded by the student for submission) on a specific topic in a theory of group counseling to be assigned by the instructors. The assignment, at a minimum, should address the items listed in form B Group Presentation Evaluation Guide.

- a. **Fact Sheet 1 (presentation):** The student will submit a 1-2-page fact sheet as a guide to their presentation (on the assigned theory), which is to be recorded. This will be due on the date that the student is assigned to present.

3. **Leading the Group and Group Participation (A Comprehensive Description of Your Experience, what you thought, felt experienced as you moved through the activity) (35%)**

The nature of this course requires that all students actively engage in the process of group therapy. Since a significant portion of your grade relates to your ability to participate in the group, if you feel you are unable to do so then you should withdraw from the course. Each student will carry the responsibility of leading group activities as assigned (one 30-minute session and one session of 45 minutes to an hour) group session (s). In addition, each student will co-lead a second, 1-hour group session with a partner who is serving as lead. Students will be evaluated on their planning, participation, professionalism, and demonstration of group counseling skills.

- a. **Fact Sheet 2 (The Group Process):** The student leading a group will be responsible for: 1) providing a one-page fact sheet which will describe the type of group (Cognitive Behavioral, Rational Emotional Behavior Approach etc.), that they will run and how it is expected to proceed; 2) The student will complete a brief oral overview of the nature of such groups just prior to the initiation of the group activity; 3) Remember, this is to include a description of the proposed group session, which will be a brief written description of how they plan to conduct their group session and a general description of what they plan to do during that session (a one-page outline will do).

- b. **Summary: (following the completion of the group session), who participate as group members will complete a comprehensive assessment of that Group Session (5%):** This will be a two page (typed double-spaced, using a 12-point font and standard APA format), summary of their experience after the fact. In other words, prepare a written summary of your experience.

You should include:

- i. An explanation of how you felt leading the group.
- ii. A description of how you reacted to certain parts of the experience.
- iii. What you noted about participants?
- iv. How well the experience met your expectations?
- v. What have you learned about yourself or others?
- vi. What have you felt you did well?
- vii. What you felt you needed to work on or do differently next time?
- viii. What you learned about the group experience?
- ix. What part of the process went according to plan and what surprised you or caught you off guard.

(See **Presentation Guidelines for Theoretical Approaches** below)

NOTE: Failure to receive a passing evaluation (80% or above) in the clinical portion of the class, as determined by the instructors, will result in your receiving a grade no better than C for the course.

4. **Evaluation of Peers /Feedback for Peers (5%)**

Each student will be required to provide written (see attachment) and verbal feedback to the co-leaders. Written feedback will be provided on a standard form that each student is responsible for acquiring and bringing to each class. This form should be copied as needed (at least 20 copies) and brought to each class. (Hint: You should note the categories covered on the attached form [RECN 701 Form A]. Since you will be evaluated, this form will serve, in part, as a guideline for your evaluation).

5. **Class Participation (15%)**

Each student will be required to actively participate in each activity.

NOTE: Evaluation criteria or due dates might be changed by the professor based on the academic semester or administrative challenges. Any changes will be communicated to students in the Announcement section on CANVAS.

Grading scale: The academic achievement of a student for this course is rated as follows:

Letter Grade	Points	Average	Performance Level
A	450-500	90-100	Exceed expectations
B	400-449	80-89	Meet expectations
C	350-399	70-79	Need a remediation plan
D	349-300	60-69	Does not meet the expectations
F	0-299	below 60	

Late submissions: Students must submit all assignments, quizzes, exams, and evaluation criteria on the designated date. If for any reason the student submits his/her work late, **15 points (15%) will be discounted during the first week.** From two to four late weeks, **20 points (20%) will be discounted.** **Thirty (30) points (30%)** will be discounted for works turned late for five weeks or above. Late submissions will be allowed until two weeks before final exams.

Policies and Norms

- A. Instructional methods:** The University reserves the right to provide instruction through alternative delivery methods, including remote delivery. It also reserves the right to change the delivery method before or during an academic term in the event of a health or safety emergency or other circumstance when it determines that such change is necessary or in the best interests of the campus community. Tuition will not be reduced or refunded if the University changes the instruction method for any or all academic sessions.

- B. Course communication and instructor response time:** Student and instructor will utilize UMES email as the primary source of communication for this course. Faculty will generally respond to all student communication within 48 hours unless a weekend; any email messages received on Friday, Saturday, or Sunday will be addressed on the next business day.

Additionally, students are expected to:

- Log on at least three times a week – on different days to complete weekly assignments, assessments, discussions and/or other weekly deliverables as directed by the instructor and outlined in the syllabus
- Participate in threaded discussions as requested, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and address questions from the instructor and/or other students. Please, see Discussion Board Guidelines.

If you find that you cannot meet the class minimum discussion requirements due to such a circumstance, please contact your instructor as soon as possible. Be aware of the late submission policy

Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submit an assignment/essay or complete assessment (exam or quiz) if administered in that week.

University policy excuses the absence of students for illness (self or dependent), participation in university activities at the request of university authorities, and compelling circumstances beyond the student's control. Students must submit any request to be absent (preferable in advance) or any explanation for an absence in writing and supply appropriate documentation, i.e., medical documentation. Students with written, excused absences are entitled to a makeup exam at a time mutually convenient for the instructor and student. All students will follow the rules as stated in the UMES Graduate Catalog which involves class attendance. Due to the sensitive nature of the material covered in class, students should be in class at the designated time.

- C. Statement for Accessibility for On-Campus Courses:** If you have a disability for which you may require academic accommodations for this class, please register with the Office of Student Accessibility Services (SAS), located in the Office of Institutional Equity and Compliance (<https://wwwcp.umes.edu/oie/>), as soon as possible. Students who have an accommodation letter from SAS are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. Faculty receive digital copies of accommodation approval letters.

To qualify for accommodation assistance, students must first register to use accessibility resources in SAS located in the Early Childhood Research Center Suite 1129 (<https://wwwcp.umes.edu/oie/about-the-office/>). Contact via phone at 410-651-6135 or through email at ADA@umes.edu. *Students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation to help ensure*

accommodations will be available when needed. However, if you will be in an internship, field clinical, student teaching, or another off-campus setting this semester, please note that approved academic accommodations may not apply. Due to the nature of the online learning environment, be mindful that some accommodations approved for on-campus may not necessarily apply. Please contact the Office of Student Accessibility Services as soon as possible to discuss accommodations needed for access while in this setting (in-class or online).

- D. Religious Observances:** UMES respects the right of its students to observe religious holidays that may necessitate their absence from class or other required university-sponsored activities. Students who wish to observe such holidays should not be penalized for their absence. However, in academic courses, they are responsible for making up missed work. Please visit

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

- E. UMES Sexual Misconduct Policy:** UMES faculty are committed to helping create a safe learning environment for all students and for the University as a whole. If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. UMES has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all UMES employees (other than those designated as confidential resources such as advocates, counselors, clergy, and healthcare providers as listed in the Policy) are required to report information about such discrimination and harassment to the University. Visit

<https://www.umes.edu/Student/Pages/Sexual-Misconduct-Policy---Procedures/>

This means that if you tell a faculty member about a situation of sexual harassment or sexual violence or other related misconduct, the faculty member must share that information with the University's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can find a list of resources on the website. For more information about your options at UMES, please visit www.umes.edu/OIE or call us at 410-651-6135 or through email at titleIX@umes.edu.

- F. Attendance:** The University expects all students to take full individual responsibility for their academic work and progress. All students must meet the qualitative and quantitative requirements of each course in their curricula to progress satisfactorily. They are expected to attend classes regularly because consistent attendance offers the most effective opportunity for students to gain command of the concepts and materials of their courses of study. If you are sick, please be certain to let your instructor know so that learning accommodations can be made for you to continue work off campus, if possible. For further information, please visit

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#class-attendance>

G. Incomplete grades: The grade of “I” (incomplete) is to be given only to students whose work in a course has been qualitatively satisfactory, when because of illness, or other circumstances beyond their control, they have been unable to complete the requirements for the course. In no case will the grade of “I” be recorded for a student who has not completed satisfactorily the major portion of the course work (**for this class will be at least 70% of the work**). In cases in which this grade is given, the student may not re-register for the course until the “I” is removed by completing work assigned by the instructor. Work must be completed by the date indicated on the Incomplete Grade Contract and the terminal grade must be submitted no later than end of the next term in which the student is registered. Otherwise, the “I” defaults to the Default Grade on the Incomplete Grade Contract.

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#incomplete-grades>

H. Electronic Distractions: Exams and quizzes will be completed via Canvas and the professor may use any available lockdown software. All cell phones and other electronic media must be turned off before assessments, quizzes, or online/in-person meetings begin. It is not permissible to answer a call or page during an online assessment, quiz, or online/in-person meeting. If you have an emergency, please feel free to talk to the professor. Please, see the Disruptive behavior policy at

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#disruptive-behavior-in-academic-and-social-settings>

I. Inclement Weather: If weather conditions preclude meeting with students for a normally scheduled class, official closures and delays are announced on the campus e-mail as well as local radio and TV stations (WESM, WBOC, and WMDT).

J. Academic Honesty: Acts of falsification, cheating, plagiarism, and other forms of academic dishonesty are grounds for failure of a course. The University reserves the right to impose more severe penalties for any of these forms of academic dishonesty. The penalties may include but are not limited to suspension from the University, probation, community service, expulsion from the University, or other disciplinary action the University believes to be appropriate. **It is your responsibility to be aware of this policy.** You can access the policy at

<http://catalog.umes.edu/content.php?catoid=15&navoid=464#academic-honesty-policy-for-graduate-and-undergraduate-studies>

For this course, assignments will be evaluated with similarity check software. Students with 5% to 8% in the similarity check will receive a penalty of 10% less on the assigned work. Similarities above 8% will require the student to resubmit the work/assignment.

Technical Disclaimer

This course component and contents (e.g., quizzes, papers, syllabus, and articles) will be available online and should be accessed, completed, and submitted via Canvas. To be successful in this course, it is necessary that you fully participate in course. **The professor will not accept any classwork through email.**

Thus, you will be required to access electronic files. This will require that you have access to a computer with the capability of accessing Microsoft Word, and Adobe Acrobat files. You should also have a basic working knowledge of each of the mentioned programs and be able to successfully navigate Microsoft Internet Explorer (or an alternative browser, such as Firefox or Safari). You will also need access to a web browser capable of accessing Canvas including all the available ads for the UMES system, and sites such as YouTube.

If you run into technical difficulties while using Canvas and are not able to resolve them on your own, please contact the IT Student Help Desk immediately. They are available Monday-Friday from 8 am- 4:30 pm, by calling 410-651-8488 or <https://help.umes.edu/helpdesk/WebObjects/Helpdesk.woa>

Course Schedule and Tentative Calendar

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP
Week 1	<ul style="list-style-type: none"> • Early Stages of Development in Group 	Chapters 1 to 4		
Week 2	<ul style="list-style-type: none"> • Later Stages in the Development of a Group • The Psychoanalytic Approach to Groups 	Chapters 5 and 6		
Week 3	<ul style="list-style-type: none"> • Adlerian Group Counseling 	Chapter 7		
Week 4	<ul style="list-style-type: none"> • The Existential Approach to Groups 	Chapter 9		
Week 5	<ul style="list-style-type: none"> • Person-Centered Approach to Groups 	Chapter 10		
Week 6	<ul style="list-style-type: none"> • Transactional Analysis 	Chapter 12		
Week 7	<ul style="list-style-type: none"> • Cognitive Behavioral Approaches to Groups • Rational Emotive Therapy in Group 	Chapters 13 and 14		
Week 8	<ul style="list-style-type: none"> • Choice Theory/Reality Therapy in Groups 	Chapter 15		
Week 9	<ul style="list-style-type: none"> • Solution-Focused Brief Therapy & Motivational Interviewing in Groups 	Chapter 16		
Week 10	<ul style="list-style-type: none"> • 			
Week 11	<ul style="list-style-type: none"> • 			
Week 12	<ul style="list-style-type: none"> • 			
Week 13	<ul style="list-style-type: none"> • 			
Week 14	<ul style="list-style-type: none"> • 			
Week 15	<ul style="list-style-type: none"> • 			

NOTE: Professor can add a class day to makeup class material, if needed. The specific date will be announced in CANVAS, at least 2 weeks prior to the date.

Topics for Independent Study

DATE	TOPIC	READINGS	ASSIGNMENTS DUE	Alignment with course objectives and CACREP

Presentation Guidelines for Theoretical Approaches:

1. Students should include the following subject matter pertaining to the theory which they find relevant or interesting:
 - a. Overview
 - b. History
 - c. Basic components of the theory
 - d. Differences in approach of Author (s) referenced
 - e. Limitations of the approach
 - f. Practical applications: Populations that you would and would not use this Approach with and why.
 - i. Strengths
 - ii. Weakness
 - iii. Multicultural implications: Techniques associated with the approach (*include a demonstration*)
2. Provide a fact sheet (one for each member of the class and the instructor) when you lead a group.
3. Properly cite all sources APA Manual 7th Edition in your video, and in fact sheet, etc.

SKILLS	1	2	3	4	5	6	7	8	9	10
FACILITATING Opening up clear and direct communication within the group; helping members assume increasing responsibility or the group's direction.										
INITIATING Promoting participation and introducing new directions in the group.										
GIVING FEEDBACK Expression of concrete and honest reactions based on observation of members' behaviors.										
PROTECTING Safeguarding members from unnecessary psychological risks in the group.										
SELF-DISCLOSURE Revealing one's reactions to here-and-new events in the group.										
MODELING Demonstrating desired behavior through actions.										
LINKING Connecting the work that members do to common themes in the group.										
BLOCKING Intervening to stop counterproductive group behavior.										
TERMINATING Preparing the group to close a session or end its existence.										
CRITICAL FEEDBACK The ability to review the actions that transpire and give or receive information relevant to the process.										

COMMENTS (What the leader did well): **The Student (serving as the lead counselor should be able to demonstrate skills appropriate to the session. (Active listening, Summarizing, Questioning etc... use all those that are pertinent, from the scale above). List each below (at least five) and provide a specific comment that describes what you observed. Be specific.**

COMMENTS (What the leader did not do as well or what confused me):

COMMENTS (Other observations recommendations):

SKILLS	1	2	3	4	5	6	7	8	9	10
REFLECTING Communicating understanding of the content of feelings.										
SUPPORTING Providing encouragement and reinforcement.										
EMPATHIZING Identifying what clients by assuming their frames of reference.										
FACILITATING Opening up clear and direct communication within the group; helping members assume increasing responsibility or the group's direction.										
INITIATING Promoting participation and introducing new directions in the group.										
GIVING FEEDBACK Expression of concrete and honest reactions based on observation of members' behaviors.										
PROTECTING Safeguarding members from unnecessary psychological risks in the group.										
SELF-DISCLOSURE Revealing one's reactions to here-and-now events in the group.										
MODELING Demonstrating desired behavior through actions.										
LINKING Connecting the work that members do to common themes in the group.										
BLOCKING Intervening to stop counterproductive group behavior.										
TERMINATING Preparing the group to close a session or end its existence.										
CRITICAL FEEDBACK The ability to review the actions that transpire and give or receive information relevant to the process.										

COMMENTS (What the leader did well):The Student (serving as the lead counselor should be able to demonstrate skills appropriate to the session. (Active listening, Summarizing, Questioning etc... use all those that are pertinent, from the scale above). List each below (at least five) and provide a specific comment that describes what you observed. Be specific.

COMMENTS (What the leader did not do as well or what confused me):

COMMENTS (Other observations recommendations):

Section II: Faculty Observations

1) The Student (serving as the lead counselor should be able to demonstrate skills appropriate to the session. (Active listening, Summarizing, Questioning etc... use all those that are pertinent, from the scale above). List each below (at least five) and provide a specific comment that describes what you observed. Be specific

2) The Student serving as the lead counselor presented the appropriate physical attending skills:

- a) Body Posture
- b) Facial Expressions
- c) Eye Contact
- d) Other__ (for example fidgeting,)

3) Student presented the appropriate verbal responses

- a) Responsive tone
- b) Responsive to context
- c) Responsive to emotional content
- d) Used varying tone and emotions as needed (not monotone or strident)

4) Student demonstrated:

- a) Calm and poise
- b) Empathy
- c) Range of emotional response

5) Student guided the group experience in an appropriate manner.

6) Student managed the group and group time in an efficient and effective manner.

7) Student was receptive to feedback.

8) Group set up: How did the student do as it pertains to:

a) Description of the Group

b) Organization of the group process

9) Group Process:

a) Establishing a focus

b) Facilitation

c) Managing the process

d) Monitoring all members of the group

10) Closing:

RECN 701 FORM D

Please read the attached section on the ACA Code of Ethics prior to signing this form.

Group and Family Counseling Contract

I, _____, agree to keep all communications, conducted as a part of any counseling session, carried out in this class (Group and Family Counseling, RECN 701) confidential. I will not reveal, by any means, those activities that are in any way related to the counseling sessions (dyad's, triads, etc.) which take place as a part of this class.

I understand and agree that violating this agreement will result in my receiving a failing grade (F) for the course in question.

I made this contract freely on _____.
(Date)

Printed Name: _____

Signature: _____

SID: _____

RECN 701 FORM E

RECN 701 Group & Family Counseling Contract

- RECN 701 Group & Family Counseling is a class that will assist students to learn about Group Counseling and facilitate the students' participation in a group counseling training experience. Students are required to ***actively participate in and complete evaluations of*** the group counseling sessions and learning experiences, which are intended to facilitate their acquisition of group counseling skills.
- Skills that students will need to acquire include: Active Listening, Restating, Clarifying, Summarizing, Questioning, Interpreting, Confronting, Reflecting Feelings, Supporting, Empathizing, Facilitating, Initiating, Setting Goals, Evaluating, Giving Feedback, Suggesting, Protecting, Self-Disclosing, Modeling, Linking, Blocking, and Terminating (please refer to your text for definitions of these terms).
- Students will also need to be thoroughly familiar with the materials covered in the required text: Corey, Gerald (2016). Theory & Practice of Group Counseling (9th ed.). Pacific Grove, CA: Brooks/Cole. While it will be necessary for students to understand the entirety of the text, particular emphasis should be placed on the material covered in Chapters 2 & 3, which focus on Group Leadership and Ethical and professional issues.
- The Format of the class will vary daily depending on the topic (chapters) being covered, the theoretical approach being followed by the individual(s) serving as group leader or co-leaders, the theory being covered, the issue(s) being addressed and any particular group technique being employed.
- Each day, there will be a Question and Answer [Q&A] session to respond to general questions regarding Group, Group Process, Class Process (see syllabus), Cost, Risk of Participation, Confidentiality, Personal Goals, the rights and responsibilities of all parties and general housekeeping (see attachment).

Please initial below indicating that you have read and understand the contents provided above in the contract.

Student Initials: _____ **Date:** _____

RECN 701 FORM F

Group and Family Counseling Permission to Record

I, _____, agree to allow the instructors to record my activities in class for the purpose of evaluation and instruction. I will not reveal, by any means, those activities that are in any way related to the counseling sessions (dyad's, triads, etc.) which take place as a part of this class.

This contract was made freely by me on _____. (Date)

Printed Name: _____

Signature: _____

SID: _____

Class Schedule

Class will In Hazel Hall 1060, (if circumstances require it then class will convene online via Google Meet) on the following dates:

September 10th, 2021: RECN 701 Orientation - 6:00p - 8:45p

October 2nd, 2021: Theoretical Approach Presentations - 9:00a -5:00p (this date will also include counseling demonstration)

October 23rd, 2021: Group Practice - 9:00a -5:00p

November 6-7th, 2021: Group Practice - 9:00a - 5:00p

December 4th, 2021: Group Practice – 9:00 am. – 5:00 pm.

***Fact sheets must be emailed to the class the day prior to the facilitation of your group.**

Coursework Due Dates

***Please note that you must read every chapter in the textbook, as some essay and quiz questions may come from these chapters.**

