


Course Syllabus

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 <p>POINT LOMA NAZARENE UNIVERSITY</p>	<p>College of Health Sciences</p> <p>MA in Clinical Counseling</p> <p>PSY6045: Group Counseling</p> <p>3-Units</p>
<p>Summer 2024</p> <p>May 6 – August 25, 2024</p>	
<p>Meeting days/times:</p> <p>Thursdays, 5:30 - 8:15 PM</p>	<p>Instructor: Jaclyn Hadjipieris, MA, MA, LMFT</p> <p>Email: jhadjipi@pointloma.edu (mailto:jhadjipi@pointloma.edu)</p> <p>Phone: <i>By appointment</i></p>
<p>Meeting location: Mission Valley Campus</p>	<p>Office Hours: <i>By appointment</i></p>

PLNU MISSION

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

Theories and techniques of group therapy are studied as well as basic and advanced group interventions. Students learn the stages of group dynamics, the curative factors of group therapy, and various types of group treatment.

INSTITUTIONAL LEARNING OUTCOMES (ILO)

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.



2. **Growing, In a Christ-Centered Faith Community**

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental and social contexts.

3. **Serving, In a Context of Christian Faith**

Students will serve locally and/or globally in vocational and social settings.

PROGRAM LEARNING OUTCOMES (PLO)

1. Students will articulate a clear, accurate understanding of their professional identity as either an LMFT, LPCC, or both.
2. Students will demonstrate knowledge of the fundamental domains in their selected area of specialization, in professional clinical counseling (i.e., foundations; counseling prevention, and intervention, diversity and advocacy; assessment; research and evaluation; and diagnosis) or marriage and family therapy (i.e., human development, family dynamics, systemic thinking, interactional theories, traditional and contemporary marriage and family theories, and research and cultural context).
3. Students will demonstrate the ability to apply relevant research and evaluation models in practice of clinical counseling.
4. Students will demonstrate skills and practices of clinical counseling in the delivery of mental health services (e.g., assessment, diagnosis, treatment, termination, documentation, and ethical practice).
5. Students will deliver mental health services with multicultural competence and sensitivity.
6. Students will demonstrate ability to integrate faith with clinical counseling practice in clinically appropriate, culturally sensitive, and ethical manner.

COURSE LEARNING OUTCOMES

This course is designed to prepare students to meet the licensure standards in Clinical Mental Health programs as a clinically competent group counselor. This will be achieved by preparing the student to demonstrate required knowledge pertaining group counseling skills.

1. Gain a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, and theories).
2. Develop knowledge and understanding of diverse perspectives, global awareness, or other cultures.
3. Learn to apply course material (to improve thinking, problem solving, and decisions).
4. Learn to apply knowledge and skills to benefit others or serve the public good.
5. Evaluate the theoretical underpinnings of group therapy and its aspects from a biological, cognitive, psychological, environmental, social and spiritual taxonomy.
 - o Class discussions, reflection papers, case vignettes, attending group counseling sessions outside of class and the students work on their own personal experiences to group counseling mock sessions inside the classroom and their outside group attendance experience.
6. Analyze principles, processes and constructs of group therapy from a multicultural counseling (BIPOC/DEI), social justice and identity development perspective in group dynamics.



- Class discussions, reflection papers, case vignettes, attending group counseling sessions outside of class and the students work on their own personal experiences to group counseling mock sessions inside the classroom and their outside group attendance experience.
7. Examine, identify and respond to behaviors that may be present during group therapy and conceptualize diagnosis criteria correlations to the DSM-5 to support diagnosis and treatment.
- Class discussions, reflection papers, case vignettes, attending group counseling sessions outside of class and the students work on their own personal experiences to group counseling mock sessions inside the classroom and their outside group attendance experience.
8. Demonstrate equality, inclusion and appreciation for diversity based on Biblical standards that promote respect and care for all persons in the classroom and to those they serve.
- Class discussions, reflection papers, case vignettes, attending group counseling sessions outside of class and the students work on their own personal experiences to group counseling mock sessions inside the classroom and their outside group attendance experience.
9. Conceptualize the salience of self-awareness for both the student as a mental health professional and the patient's they serve when providing group counseling.
- Class discussions, reflection papers, case vignettes, attending group counseling sessions outside of class and the students work on their own personal experiences to group counseling mock sessions inside the classroom and their outside group attendance experience.
10. Appraise and apply clinical skills for facilitating conflict resolution that promotes optimal wellness for each group member during group process.
- Class discussions, reflection papers, case vignettes, attending group counseling sessions outside of class and the students work on their own personal experiences to group counseling mock sessions inside the classroom and their outside group attendance experience.
11. Develop a professional identity comprehending its responsibilities to the populations the student serves as a mental health professional.
- Class discussions, reflection papers, case vignettes, attending group counseling sessions outside of class and the students work on their own personal experiences to group counseling mock sessions inside the classroom and their outside group attendance experience.
12. Demonstrate appropriate graduate research and writing skills (including APA style) through papers and presentation associated with the group counseling process.
- Class discussions, reflection papers, case vignettes, attending group counseling sessions outside of class and the students work on their own personal experiences to group counseling mock sessions inside the classroom and their outside group attendance experience.

REQUIRED TEXTS AND RECOMMENDED RESOURCES

Yalom, Irvin D. (2020). *The Theory and Practice of Group Psychotherapy* (6th ed.). Basic Books Publishing. ISBN-13: 978-1541617575, ISBN-10: 1541617576

Recommended Readings



American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). American Psychological Association.

Carnes, Patrick. (2012). *A Gentle Path through the Twelve Steps: The Classic Guide for All People in the Process of Recovery*. Hazeldon Publishing.

Corey, Gerald. (2007). *Theory and Practice of Group Counseling* (7th ed.). Brooks Cole.

Jongsma, A. & Paleg, K. (2005). *The Group Psychotherapy Treatment Planner* (2nd ed.). John Wiley & Sons.

Shapiro, J.L., Peltz, L.S., & Bernadett-Shapiro, S. (1998). *Brief Group Treatment: Practical Training for Therapists and Counselors*. Brooks/Cole Publishing Co.

Disclaimer: The above resources provide information consistent with that required by state licensing boards in the class subject area. Point Loma Nazarene University does not necessarily endorse specific religious, philosophical, or political positions found in these resources.

CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 8 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

ASSESSMENT AND GRADING

Students must achieve a minimum grade of B- to pass this class.

Distribution of Points

Assignments	Points
Attendance and Participation (10 points each class includes - 5 pts. attendance & 5 pts. participation)	160
Group Class Experience Paper	100
Quizzes (5 – 30 points each)	150
Group Facilitation	100
Community Group Experience Paper One	100
Community Group Experience Paper Two	100



Total:	710
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Grade Scale

Grade Scale Based on Percentage of Points Earned				
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F ≤ 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

COURSE POLICIES

1. Late Policy


Assignments submitted up to 24 hours past the due date will be deducted 25% of the grade.

Assignments submitted up to 48 hours past the due date will be deducted 50% of the grade. Any assignment turned in after 48 hours past the due date will receive no credit.

2. Academic Honesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See Academic Policies in the [current PLNU catalog](https://catalog.pointloma.edu/) (<https://catalog.pointloma.edu/>) for further information.

3. Spiritual Care

PLNU strives to be a place where you grow as a whole person. To this end we provide resources for our Graduate students to encounter God and grow in their Christian faith. If you have questions for, desire to meet, or share a prayer request you may email mvchaplain@pointloma.edu  (<https://mail.google.com/mail/?view=cm&fs=1&tf=1&to=mvchaplain@pointloma.edu>). In addition, on the Mission Valley campus, there is a prayer chapel on the third floor which is open for use as a space set apart for quiet reflection and prayer.

4. Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials



outside the class may violate the law.

5. PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See the [Academic Honesty Policy \(https://catalog.pointloma.edu/content.php?catoid=54&navoid=3048#Academic_Honesty\)](https://catalog.pointloma.edu/content.php?catoid=54&navoid=3048#Academic_Honesty) in the Graduate and Professional Studies Catalog for definitions of kinds of academic dishonesty and for further policy information. **Honor lock will be used for all exams.**

6. Academic Accommodations

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu (<mailto:EAC@pointloma.edu>) or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

7. Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix



8. PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies \(https://catalog.pointloma.edu/content.php?catoid=54&navoid=3048#Academic_Honesty\)](https://catalog.pointloma.edu/content.php?catoid=54&navoid=3048#Academic_Honesty) in the Graduate and Professional Studies Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

What is considered “class participation”?

- o Raising your hand and answering questions.
- o Sharing ideas, observations, and personal experiences.
- o Pointing out relevant data.
- o Generating potential solutions.
- o Relating and synthesizing the ideas of others.
- o Pointing out relationships to earlier discussions.
- o Helping others develop their views and ideas.

9. Use of Technology

I want electronics to be used to facilitate our dialogue and learning. Therefore, I ask you to consent to the following: “I will silence my cell phone before coming to class, and will refrain from using it during class time for anything other than the *direct support of my engagement with the class material*. In my use of computers or tablets, I will refrain from accessing my personal email, social media account, or any other material that does not directly support my engagement with the class material.” If for some reason you cannot consent to these statements, please let me know.

If at any point you need assistance with accessing or navigating the course material on Canvas, please email the IT department at [help@pointloma.edu \(mailto:help@pointloma.edu\)](mailto:help@pointloma.edu), or call 619-849-2222, or through the resources available on [IT’s website. \(https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349\)](https://help.pointloma.edu/TDClient/1808/Portal/KB/ArticleDet?ID=108349)

TEACHING METHODOLOGY

There are different ways in which to approach the teaching of the same subject area and materials. The focus of this course will be applying the concepts presented in the textbook to our group counseling sessions during class and the group sessions students attend outside of class.

Not all of the chapter materials will be covered in class; however, students are expected to know all of the materials covered in each chapter on the syllabus and to apply them during class group sessions.

Reading of texts - Critical to your success is that assigned reading is done prior to class in order to do well on quizzes and to promote a rich class time experience to demonstrate you can apply what y



have learned.

COURSE ASSIGNMENTS

This course meets PLNU and WASC credit hour policy requirements for contact hours as evidenced by the table below (3 credit units):

NOTICE TO STUDENTS: This class may challenge feelings of vulnerability and safety with each other as we engage in “mock” group counseling sessions together. To provide a level of comfort for one another in these groups please demonstrate respectfulness (both verbal and non-verbal) when speaking to one another, and or sharing your experiences. In this program with honor and value everyone and we expect you to do the same. These “mock” group sessions are not intended to provide you professional group counseling. However, it is an opportunity to participate in an experiential treatment approach which requires participation and interaction. Authenticity and being in the moment (the here-and-now) are expected. Responding to relevant interactions to the group process correlated to reading from the text is also expected.

Providing Trauma-Informed Care as a counselor, force and coercion are never used in a patient/therapist relationship - unless it is a crisis/suicidal/homicidal situation in which we are required to keep the patient safe. A Trauma-Informed response in healthy relationships adheres to force never being used, a choice is always offered, and consent must always be in the form of a verbal reply (“yes,” or “no”). Likewise, each of you are not forced to share any more than you feel comfortable in these “mock” group therapy sessions. Participation means having a response, which does not require you to divulge your personal history.

Please remember how you speak to others (tone/facial expressions) and what (content) you say impacts group members. Therefore, if you disagree with someone, share feedback respectfully (calm tone/emotionally regulated) like you would want someone to speak to you when being given feedback. Details of violence and abuse that you may have experienced in the past is not appropriate for these “mock” group sessions. On the other hand, during these group sessions deep feelings may surface, or activate a difficult experience from the past. If this happens, please make an appointment with your personal mental health provider right away to continue in your growth and development as a clinician.

1. Attendance and Participation (10 points each day of class – 5 attendance/5 participation – 160 Total Points)

a. Class participation is necessary to demonstrate familiarity with the assignments and the ability to transfer theory into practice. The following criteria will be used to evaluate participation (see the Attendance and Participation policies below):

- Respectful participation in discussions and group work
- Appropriateness of comments
- Comments useful for clarification or meaningful contribution to the class
- Willingness to participate in exercises and simulations
- Sensitivity to participation of others in the class; avoids dominating discussions



- Class participation demonstrates understanding of learned theory

2. **QUIZZES (5 @ 30-Points Each – 150 Total Points):** Quizzes will cover the assigned readings and recorded lectures. They will include objective questions, as well as, essay format. They will be open-book and time-limited to 1 (one) hour. You will be asked to enable Honor Lock on your Chrome browser to be recorded while testing takes place.
3. **GROUP CLASS REFLECTION PAPER (100-Points):** Students will write a paper reflecting on their group experience in class. Students will include the following areas for their paper: Their sense of safety during group sessions (why or why not?), their self-awareness (is their growth? How do you know – what's different?), is it difficult to stay present (How can you work towards staying in the moment?), is there an increase in your awareness of personal bias towards others (identify what has led you to conceptualize an individual(s) this way – are there embedded assumptions that need to be re-evaluated?), emotional regulation (is it challenging for you to stay calm and focused – (Identify how you are coping, or not coping?). Students will write a 3-page paper (not including cover page and reference page if necessary (no abstract required). Paper should reflect APA 7 guidelines.
4. **GROUP FACILITATION (100-Points):** Students will facilitate a 30-minute "mock" group therapy session. Students will choose and discuss a topic the student wishes to facilitate during their mock session. Students will apply group theory and clinical skills utilized and applied from their reading of the text and classroom group experiences.
5. **COMMUNITY GROUP EXPERIENCE PAPERS (2 at 100-Points each):** Students are required to attend two group therapy sessions in the San Diego area as a visitor to observe group process. If necessary, one group experience can be online, but in person sessions are encouraged. Since you will be a visitor you will need to search for groups that are considered *open* to outsiders. Students will write a 3-page personal reflection paper on their group experience. Please refer to the "Community Group Experience Paper" rubric posted on the Assignments page on Canvas.

List of recommended online community groups:

- AA / Alanon / NA / Celebrate Recovery / SMART Recovery
- Anger Management
- Bereavement Support Group / GriefShare
- CoDA
- Divorce Recovery Group / DivorceCare
- Long-Term Illness Recovery Group / CancerCare
- Mental Illness Recovery Group / Recovery, Inc.
- Meditation / Mindfulness Group / Stress Management
- Social Skills / Life Skills Support Group
- Violent Loss / Survivors of Suicide Support



- Large churches often have lay ministry support groups

APA Papers

All papers written in the Graduate Counseling program should be in APA style. Here is some helpful information to help you write and format your paper:

- [APA 7th Edition Help File \(https://canvas.pointloma.edu/courses/75401/pages/apa-7th-edition-help-file\)](https://canvas.pointloma.edu/courses/75401/pages/apa-7th-edition-help-file)
- [The OWL at Purdue: APA Style ↗ \(https://owl.english.purdue.edu/owl/section/2/10/\)](https://owl.english.purdue.edu/owl/section/2/10/)

All papers should include the following sections unless indicated otherwise:

1. Title page
2. Abstract
3. Main body with headings
4. Reference page

Please check the *APA Manual* or the websites for further formatting helps.

COURSE SCHEDULE AND ASSIGNMENTS


This schedule is subject to changes. All changes will be announced in class, via e-mail and/or Canvas Announcements.

After lecture the class will be divided into two groups (group A & group B). While one group is circled up in the center of the room being part of a group therapy session, the other group will be evaluating and applying the course material to the group process. We will switch back and forth between groups during the class period.

Weekly Schedule

WEEK	READING	TOPIC	ASSIGNMENT
1 Thurs. 5/9	Yalom Chapter 1	The Therapeutic Factors LIGHT WEEK: No in-person class	Watch recorded lecture Search for groups to attend (provide 5 ideas) Complete How Groups of Portrayed in the Media Complete Academic Honesty Statement



















2 Thurs. 5/16	Yalom Chapter 2	Interpersonal Learning <i>First in-person class</i>	Essay Quiz #1 (on Chapters 1 & 2) Due Sun. 5/19 11:59 PM Community Group Experience Paper I Due Sun. 5/19 11:59 PM
3 Thurs. 5/23	Yalom Chapter 5	The Therapist: Basic Tasks	
4 Thurs. 5/30	Yalom Chapter 6	The Therapist: Working in the Here-and-Now	Essay Quiz #2 (on Chapters 5 & 6) Due Sun. 6/2 11:59 PM
5 Thurs. 6/6	Yalom Chapter 7	The Therapist: Transference and Transparency	Essay Quiz #3 (Chapter 7) Due Sun. 6/9 11:59 PM Community Group Experience Paper I Due Sun. 6/9 11:59 PM
6 Thurs. 6/13	Yalom Chapter 9	Creating the Group	
7 Thurs. 6/20	Yalom Chapter 10	In the Beginning	Essay Quiz #4 (on Chapters 9 & 10) Due Sun. 6/23 11:59 PM
8 Thurs. 6/27	Yalom Chapter 11	The Advanced Group	
9		No in-person class	Watch recorded lectures 

Thurs. 7/4			Sign up for Student Facilitated Group
10 Thurs. 7/11	Yalom Chapter 12	The Challenging Group Member	Essay Quiz #5 (on Chapters 11 & 12) Due Sun. 7/14 11:59 PM
11 Thurs. 7/18		Mock Student Facilitated Group Sessions (4 students lead the group for 40 minutes each)	Community Group Experience Paper II Due Sun. 7/21 11:59 PM
12 Thurs. 7/25		Mock Student Facilitated Group Sessions (4 students lead the group for 40 minutes each)	
13 Thurs. 8/1		Mock Student Facilitated Group Sessions (4 students lead the group for 40 minutes each)	
14 Thurs. 8/8		Mock Student Facilitated Group Sessions (4 students lead the group for 40 minutes each)	
15 Thurs. 8/15		Mock Student Facilitated Group Sessions (4 students lead the group for 40 minutes each)	
16 Thurs. 8/22		Mock Student Facilitated Group Sessions (4 students lead the group for 40 minutes each)	Group Reflection Paper due Sunday, 8/25 11:59 PM






















Course Summary:

Date	Details	Due
Mon May 6, 2024	 Academic Honesty Verification Statement (https://canvas.pointloma.edu/courses/75401/assignments/1035743)	due by 11:59pm
		
Thu May 9, 2024	 Session 1 Agenda: LIGHT WEEK, No In-person Class this Week	to do: 5:30pm
	 How Group Therapy is Portrayed in Media (https://canvas.pointloma.edu/courses/75401/assignments/1035754)	due by 11:59pm
		
Sun May 12, 2024	 Provide 5 Ideas for Groups To Attend (https://canvas.pointloma.edu/courses/75401/assignments/1035755)	due by 11:59pm
		
	 Watch Recorded Lecture (https://canvas.pointloma.edu/courses/75401/assignments/1035758)	due by 11:59pm
		
Thu May 16, 2024	 Session 2 Agenda: First Class	to do: 5:30pm
Thu May 23, 2024	 Session 3 Agenda	to do: 5:30pm
Sun May 26, 2024	 Community Group Experience Reflection Paper #1 (https://canvas.pointloma.edu/courses/75401/assignments/1035749)	due by 11:59pm
		
Thu May 30, 2024	 Session 4 Agenda	to do: 5:30pm
Sat Jun 1, 2024	 Quiz 1 (https://canvas.pointloma.edu/courses/75401/assignments/1035744)	due by 11:59pm
		



Date	Details	Due
Sun Jun 2, 2024	 Quiz 2 https://canvas.pointloma.edu/courses/75401/assignments/1035746 	due by 11:59pm
Thu Jun 6, 2024	 Session 5 Agenda	to do: 5:30pm
Sun Jun 9, 2024	 Quiz 3 https://canvas.pointloma.edu/courses/75401/assignments/1035744 	due by 11:59pm
Sun Jun 9, 2024	 Community Group Experience Reflection Paper #2 https://canvas.pointloma.edu/courses/75401/assignments/1035750 	due by 11:59pm
Thu Jun 13, 2024	 Session 6 Agenda  Sign up for Student Facilitated Group https://canvas.pointloma.edu/courses/75401/assignments/1035756 	to do: 5:30pm
Thu Jun 20, 2024	 Session 7 Agenda	to do: 5:30pm
Sun Jun 23, 2024	 Quiz 4 https://canvas.pointloma.edu/courses/75401/assignments/1035746 	due by 11:59pm
Thu Jun 27, 2024	 Session 8 Agenda	to do: 5:30pm
Sun Jun 30, 2024	 Mid-Course Survey https://canvas.pointloma.edu/courses/75401/assignments/1035747 	due by 11:59pm
Thu Jul 4, 2024	 Session 9 Agenda NO IN PERSON CLASS	to do: 5:30pm
Sun Jul 7, 2024	 Watch Recorded Lecture https://canvas.pointloma.edu/courses/75401/assignments/1035757 	due by 11:59pm



Date	Details	Due
Thu Jul 11, 2024	 Session 10 Agenda	to do: 5:30pm
Sun Jul 14, 2024	 Quiz 5 (https://canvas.pointloma.edu/courses/75401/assignments/1035742) 	due by 11:59pm
Thu Jul 18, 2024	 Session 11 Agenda	to do: 5:30pm
Thu Jul 25, 2024	 Session 12 Agenda	to do: 5:30pm
Thu Aug 1, 2024	 Session 13 Agenda	to do: 5:30pm
Thu Aug 8, 2024	 Session 14 Agenda	to do: 5:30pm
Thu Aug 15, 2024	 Session 15 Agenda	to do: 5:30pm
Thu Aug 22, 2024	 Session 16 Agenda	to do: 5:30pm
Sun Aug 25, 2024	 End-of-Course Evaluation (https://canvas.pointloma.edu/courses/75401/assignments/1035751) 	due by 11:59pm
Sun Aug 25, 2024	 Group Class Reflection Paper (https://canvas.pointloma.edu/courses/75401/assignments/1035752) 	due by 11:59pm
Sun Aug 25, 2024	 Attendance & Participation (https://canvas.pointloma.edu/courses/75401/assignments/1035748) 	Sun Aug 25, 2024
Sun Aug 25, 2024	 Group Facilitation (https://canvas.pointloma.edu/courses/75401/assignments/1035753) 	Sun Aug 25, 2024
Sun Aug 25, 2024	 Week 7 Slides (https://canvas.pointloma.edu/courses/75401/assignments/1052196) 	Sun Aug 25, 2024

