



COLLEGE of SOCIAL AND APPLIED HUMAN SCIENCES

DEPARTMENT OF FAMILY RELATIONS
AND APPLIED NUTRITION

FRAN*6100 Clinical Issues in Couple and Family Therapy WINTER 2023

Territorial Acknowledgement

We acknowledge that the University of Guelph resides on the ancestral lands of the Attawandaron people and the treaty lands and territory of the Mississaugas of the Credit. We recognize the significance of the Dish with One Spoon Covenant to this land and offer our respect to our Anishinaabe, Haudenosaunee and Métis neighbours as we strive to strengthen our relationships with them. Acknowledging them reminds us of our important connection to this land where we learn and work.

1. GRADUATE CALENDAR DESCRIPTION

This course is taken four times in the two-year program of study. Each offering features selected clinical issues; examination of each issue will include the socio-cultural context, theoretical location, and conceptual and practical implications for couple and family therapy.

Credit Weight: 0.5 credits
Course Hours: 3-0 (36 lecture; 0 lab/seminar)
Pre-Requisite(s):
Co-Requisites(s):
Restriction(s): Restricted to Couple and Family Therapy students

2. COURSE DESCRIPTION

This course is dedicated to examining a variety of issues commonly brought to therapy by families. The focus for this course is on clinical issues pertinent to therapy with families undergoing developmental changes, transitions, or disruptions (e.g., birth of a child, divorce, a child entering adolescence, transitions related to gender/sexuality, loss of a family member). This year, the course will focus on attachment and attachment-based approaches to therapy, specifically emotion(ally)-focused couple (family) therapy. Building on a family systems framework and concepts of resilience, attachment, and family life cycle, students will have the opportunity to reflect on specific knowledge relevant to working with families and their development as professionals in a supportive learning environment.

Contextual issues and consideration of privilege and marginalization are highlighted throughout the course.

3. TIMETABLE

Lecture: Thursdays, 12:30 pm - 3:20 pm
Location: Maplewoods Centre, Room 129

4. INSTRUCTIONAL SUPPORT

Instructor: Olga Smoliak, PhD, C. Psych., RMFT-S
Email: osmoliak@uoguelph.ca
Telephone: (519) 824-4120 x 56336
Office: MACS 228
Office Hours: By Appointment

5. LEARNING RESOURCES Required Resource(s):

Required Resource(s):

- Augusta-Scott, T., & Maerz, L. (2017). Complex trauma and dominant masculinity: A trauma-informed, narrative therapy approach with men who abuse their female partners. In *Innovations in interventions to address intimate partner violence* (pp. 75-92). Routledge.
- Barczak, B., Miller, T. W., Veltkamp, L. J., Barczak, S., Hall, C., & Kraus, R. (2010). Transitioning the impact of divorce on children throughout the life cycle. In T. W. Miller (Ed.), *Handbook of stressful transitions across the lifespan* (pp. 185-215). Springer.
- Bradley, B. (2019). Mastering the interventions of emotion-focused therapy for couples. In L. Greenberg & R. Goldman (Eds.), *Clinical handbook of emotion-focused therapy* (pp. 493-509). American Psychological Association.
- Carriere, J., & Richardson, C. (2009). From longing to belonging: Attachment theory, connectedness, and indigenous children in Canada. In S. McKay et al. (Eds.), *Passion for action in child and family services: Voices from the prairies* (pp. 49-67). University of Regina.
- Farr, R. H., Simon, K. A., & Goldberg, A. E. (2020). Separation and divorce among LGBTQ-parent families. In A. B. Goldberg & K. R. Allen (Eds.), *LGBTQ-parent families* (pp. 199-214). Springer.
- Feeney, J. A., & Karantzas, G. C. (2017). Couple conflict: Insights from an attachment perspective. *Current Opinion in Psychology*, 13, 60-64.
- Herrmann, I. R., & Auszra, L. (2019). Facilitating optimal emotional processing. In L. Greenberg & R. Goldman (Eds.), *Clinical handbook of emotion-focused therapy* (pp. 183-216). American Psychological Association.
- Goldman, R. N. (2017). Case formulation in emotion-focused therapy. *Person-Centered & Experiential Psychotherapies*, 16(2), 88-105.

- Johnson, S. M., & Brubacher, L. L. (2016). Emotionally focused couple therapy: Empiricism and art. In *Handbook of family therapy* (pp. 326-348). Routledge.
- Lebow, J. (2015). Separation and divorce issues in couple therapy. In A. S. Gurman et al. (Eds.), *Clinical handbook of couple therapy* (5th ed., pp. 459-477). Guilford.
- Myung, H. S., Furrow, J. L., & Lee, N. A. (2022). Understanding the emotional landscape in the withdrawer re-engagement and blamer softening EFCT change events. *Journal of Marital and Family Therapy*, 48(3), 758-776.
- Pfeffer, C. A., & Jones, K. B. (2020). Transgender-parent families. In A. B. Goldberg & K. R. Allen (Eds.), *LGBTQ-parent families* (pp. 199-214). Springer.
- Stavrianopoulos, K., Faller, G., & Furrow, J. L. (2014). Emotionally focused family therapy: Facilitating change within a family system. *Journal of Couple & Relationship Therapy*, 13(1), 25-43.
- Stith, S. M., McCollum, E. E., & Rosen, K. H. (2011). Domestic violence-focused couples therapy within a solution-focused framework. In *Couples therapy for domestic violence: Finding safe solutions* (pp. 31-42). American Psychological Association.
- Sutton, T. E. (2019). Review of attachment theory: Familial predictors, continuity and change, and intrapersonal and relational outcomes. *Marriage & Family Review*, 55(1), 1-22.
- Timulak, L., & Keogh, D. (2022a). Emotion-focused therapy: A brief overview of theory and practice. In *Transdiagnostic emotion-focused therapy: A clinical guide for transforming emotional pain* (pp. 33-56). American Psychological Association.
- Timulak, L., & Keogh, D. (2022b). Accessing and transforming core pain. In *Transdiagnostic emotion-focused therapy: A clinical guide for transforming emotional pain* (193-242). American Psychological Association.
- Tomm, K. (2014). Introducing the IPscope: A systemic assessment tool for distinguishing interpersonal patterns. In *Patterns in interpersonal interactions* (pp. 13-35). Routledge.
- Vanhee, G., Lemmens, G. M., Moors, A., Hinnekens, C., & Verhofstadt, L. L. (2018). EFT-C's understanding of couple distress: An overview of evidence from couple and emotion research. *Journal of Family Therapy*, 40, 524-544.

Recommended Resource(s):

- Allan, R., & Johnson, S. M. (2017). Conceptual and application issues: Emotionally focused therapy with gay male couples. *Journal of Couple & Relationship Therapy*, 16(4), 286-305.
- Greenman, P. S., Young, M. Y., & Johnson, S. M. (2009). *Emotionally focused couple therapy with intercultural couples*. In M. Rastogi & V. Thomas (Eds.), *Multicultural couple therapy* (p. 143-165). London: Sage.
- Hardtke, K. K., Armstrong, M. S., & Johnson, S. (2010). Emotionally focused couple therapy: A full-treatment model well-suited to the specific needs of lesbian couples. *Journal of Couple & Relationship Therapy*, 9(4), 312-326.
- Levitt, H. M., Whelton, W. J., & Iwakabe, S. (2019). Integrating feminist-multicultural perspectives into emotion-focused therapy. In L. S. Greenberg & R. N. Goldman (Eds.), *Clinical handbook of emotion-focused therapy* (p. 425-444). Washington, DC: American Psychological Association.

- Liu, T., & Wittenborn, A. (2011) Emotionally focused therapy with culturally diverse couples. In J. L. Furrow, S. M. Johnson, & B. A. Bradley (Eds.), *The emotionally focused casebook: New directions in treating couples* (pp. 295-315). New York: Routledge.
- Nightingale, M., Awosan, C. I., & Stavrianopoulos, K. (2019). Emotionally focused therapy: A culturally sensitive approach for African American heterosexual couples. *Journal of Family Psychotherapy, 30*(3), 221-244.
- Seponski, D. M. (2016). A feminist-informed integration of emotionally focused and solution-focused therapies. *Journal of Family Psychotherapy, 27*(4), 221-242.
- Zuccarini, D., & Karos, L. E. I. G. H. (2011). Emotionally focused therapy for gay and lesbian couples: Strong identities, strong bonds. In J. L. Furrow, S. M. Johnson, & B. A. Bradley (Eds.), *The emotionally focused casebook: New directions in treating couples* (pp. 317-342). New York: Routledge.
- Vatcher, C. A., & Bogo, M. (2001). The feminist/emotionally focused therapy practice model: An integrated approach for couple therapy. *Journal of Marital and Family Therapy, 27*(1), 69-83.

6. LEARNING OUTCOMES

At the completion of the course, successful students will be able to:

1. Communicate a clinical understanding of situations involving couples and families who are experiencing various types of transitions
2. Demonstrate an ability to work therapeutically with various forms of couple and family transitions and with a diverse clientele
3. Recognize how cultural/political factors may intersect with clients' experiences of transitions and the relevance of these intersections to the practice of therapy
4. Consider various child/adolescent developmental challenges and family adaptations living with and managing these changes or challenges.
5. Articulate how family transitions (e.g., divorce, remarriage, loss) may affect children and families and recognize resilience in families undergoing transitions and disruptions.

EFT related outcomes:

6. Articulate the importance of attachment in therapy practice and infuse attachment considerations into practice
7. Articulate theory of functioning/distress/change and demonstrate the ability to apply it to specific clients.
8. Recognize different types of emotions and emotional processes in working with clients.
9. Assist each partner in identifying and expressing emotions, needs, and attachment/identity themes underlying positions in an interactional pattern.
10. Apply EFT in ways sensitive to issues of power and socio-cultural diversity.

For ESLOs and CRPO PCs covered in the course see Appendix

7. TEACHING AND LEARNING ACTIVITIES/CLASS SCHEDULE

Week	Date	Topics	Assigned Required Readings	Assignment Due Dates
1	Jan 12	Course Overview Overview of EFT		
2	Jan 19	Attachment	Johnson & Brubacher (2016) Timulak & Keogh (2022a)	
3	Jan 26	Emotion & Empathy	Carriere & Richardson (2009) Sutton (2019) Feeney & Karantzas (2017)	Reading Discussion 1
4	Feb 2	Interaction	Herrmann & Auszra (2019) Bradley (2019) Tomm (2014)	Reading Discussion 2
5	Feb 9	Lab – Applying EFT	Goldman (2017) Vanhee et al. (2018)	EFT Session Analysis
6	Feb 16	Chairwork	Timulak & Keogh (2022b)	Reading Discussion 3
Feb 23 <i>Reading Week – No Class</i>				
7	Mar 2	Restructuring Interaction	Myung et al. (2022)	Reading Discussion 4
8	Mar 9	Emotionally-Focused Family Therapy	Stavrianopoulos et al. (2014)	EFT Case Conceptualization and Therapy Plan
9	Mar 16	Intimate Partner Violence	Augusta-Scott & Maerz (2017) Stith et al. (2011)	Reading Discussion 5
10	Mar 23	Divorce & Separation	Lebow (2015) Barczak et al. (2010) Farr et al. (2020) Pfeffer & Jones (2020)	Reading Discussion 6
11	Mar 30	TDB		Community Workshop 1 Community Workshop 2
12	April 6	Wrap-up		Community Workshop 3

Note: This is a tentative schedule. However, due to various unknown factors, there may be changes. Any changes will be announced during class and posted on the CourseLink site.

8. ASSESSMENT DETAILS

Assessment	LOs Addressed	Due Date	% of Final Grade
1. EFT Session Analysis	6-10	February 9	30%
2. Reading Discussion	1-10	Varies (see Class Schedule)	10%
3. EFT Case Conceptualization and Therapy Plan	6-10	March 9	20%
4. Community Workshop	1-5	March 30 or April 6	30%
5. Class Participation	1-10	Throughout	10%
Total:			100%

ASSIGNMENTS

- 1. EFT Session Analysis** (30%, due February 9, Dropbox). The purpose of this assignment is to help students develop perceptual, conceptual, and practical skills using EFT. Each student will review Sue Johnson's (2013) session of couple therapy. The session can be accessed: <https://psyctherapy-apa-org.subzero.lib.uoguelph.ca/Title/777700447-001> Students will complete the Session Analysis Form (Courselink/Assignments) and submit it to the Dropbox by the due date. They will de-identify client information in the assignment. EG1a & c, EG4a-c. AAMFT PC 1.1, 1.5, 5.1, 5.2
- 2. Reading Discussion** (10%, 30 minutes, due date – see Class Schedule). Each student will read all readings assigned for a specific date/class, generate questions, and facilitate group discussion. Students will be assessed on their ability to promote generative conversations and deeper understanding of the material. No need to use PowerPoint or distribute handouts. The instructor may ask additional questions. EG1a-b, EG2c, EG4b, PC 1.1, 1.2, 1.4, 1.5, 5.1, 5.2
- 3. EFT Case Conceptualization and Therapy Plan** (20%, 3-5 pages double spaced, due March 9, Dropbox). Each student will develop a case conceptualization and treatment plan (i.e., apply EFT theory) for a client case, ideally, a couple (must be a past client). The case conceptualization will form the basis of the formulation of therapy goals and intervention strategies. Possible headings: understanding of distress, understanding of change, therapy goals, interventions, how will progress be assessed, issues of power/privilege, issues of professional ethics, therapist's use of self issues, anticipated challenges or impasses. *All identifying client information must be removed (e.g., age, places of residence or work, details that can be used to identify clients).* EG-4b, c, d. AAMFT PC 1.1-1.5, 3.2, 4.3, 4.4, 4.5, 5.1, 5.2

4. **Community Workshop** (30%, 75 min in length, due March 30 or April 6). Working with a partner, each student will prepare and provide a “community workshop” on the topic chosen. The topic should relate to working with families (e.g., parenting of young children, parenting of adolescents, grief and loss, financial issues in families, blended families). The workshop will emulate a workshop conducted for parents OR practitioners in the community, thus providing a richer knowledge base about the particular topic. Students are encouraged to incorporate experiential activities. EG1a-b, EG-2c, EG-4b. AAMFT CCs 1.1.1, 1.1.2, 4.1.1, 4.1.2, 5.3.8, 6.1.1, 6.3.1, 6.3.3, 6.4.1 PC 1.1, 1.2, 1.4, 1.5, 5.1, 5.2
5. **Class Participation** (10% due throughout). Students’ voice, insight, and presence in the class are important and will also be evaluated. Attendance is mandatory, along with active engagement in groups along with classroom conversations. Participation marks are not simply allocated to those students who talk the most; quality of input and demonstrated listening skills are also important methods of engagement. EG1a-b, EG2c, EG4b, PC 1.1, 1.2, 1.4, 1.5, 5.1, 5.2

*Note – See Rubrics on CourseLink.

9. COURSE STATEMENTS

Course Website:

There is a course website at <http://courselink.uoguelph.ca>. All components of this course will be housed on the CourseLink site including this course outline, assignments, and links to further resources. Your assignments will be submitted through the Dropbox function. Marks and feedback will also be released on the site. Please familiarize yourself with this website as soon as possible and visit it regularly throughout the semester.

Late Assignments:

Late assignments will be accepted up to 5 days following the due date and will receive a penalty of 10% per day EXCEPT under documented grounds for compassionate consideration. Assignments submitted more than one week late without documented grounds will receive a grade of zero. If you are going to hand an assignment in late, you must contact your course instructor to inform them when you will be submitting your assignment.

Receipt of Grades:

After you receive a grade on CourseLink, please review your feedback. Any inquiry or dispute over the grade must be made within two weeks from the date they are posted. If you fail to protest any grade during this time limit, changes to the grade will not be considered.

Turnitin Software:

In this course, your instructor will be using Turnitin, integrated with the CourseLink Dropbox tool, to detect possible plagiarism, unauthorized collaboration or copying as part of the ongoing efforts to maintain academic integrity at the University of Guelph.

All submitted assignments will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

A major benefit of using Turnitin is that students will be able to educate and empower themselves in preventing academic misconduct. In this course, you may screen your own assignments through Turnitin as many times as you wish before the due date. You will be able to see and print reports that show you exactly where you have properly and improperly referenced the outside sources and materials in your assignment.

10. UNIVERSITY STATEMENTS

E-mail communication:

As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When you cannot meet a course requirement:

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the Graduate Calendar for information on regulations and procedures for Academic Consideration.

Drop date:

Courses that are one semester long must be dropped by the end of the last day of classes; two-semester courses must be dropped by the last day of classes in the second semester. The regulations and procedures for Dropping Courses are available in the Graduate Calendar.

Copies of out-of-class assignments:

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student Accessibility Services (SAS). Documentation to substantiate the existence of a disability is

required, however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to make a booking at least 14 days in advance, and no later than November 1 (fall), March 1 (winter) or July 1 (summer). Similarly, new or changed accommodations for online quizzes, tests and exams must be approved at least a week ahead of time.

More information: www.uoguelph.ca/sas

Academic misconduct:

The Academic Misconduct Policy is outlined in the Graduate Calendar.

The University of Guelph is committed to upholding the highest standards of academic integrity and **it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct** and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Instructors **shall not** determine if academic misconduct has occurred. This is up to the Associate Dean Academic's office. Instructors shall not assign a grade of zero even if they believe that the student has committed some form of academic misconduct (e.g., copied material from a website like CourseHero) on an assignment or exam.

Instructors **can** determine if a student has poorly paraphrased and/or improperly cited material and can provide a grade accordingly as long as this is clearly identified as part of the assessment criteria via a rubric or other assessment tools.

For more information about Academic Integrity resources and how to prevent Academic Misconduct see: <https://csahs.uoguelph.ca/faculty-research/hub-teaching-learning-excellence/academic-integrity>

Recording of materials:

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

Resources:

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs.

Disclaimer:

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings, changes in classroom protocols, and academic schedules. Any such changes will be announced via Courselink and/or class email.

This includes on-campus scheduling during the semester, mid-terms and final examination schedules. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

Illness:

Medical notes will not normally be required for singular instances of academic consideration, although students may be required to provide supporting documentation for multiple missed assessments or when involving a large part of a course (e.g., final exam or major assignment).

COVID-19 Safety Protocols:

For information on current safety protocols, follow these links:

- <https://news.uoguelph.ca/return-to-campus/how-u-of-g-is-preparing-for-your-safe-return/>
- <https://news.uoguelph.ca/return-to-campus/spaces/#ClassroomSpaces>

Please note, that these guidelines may be updated as required in response to evolving University, Public Health or government directives.

APPENDIX

Educational Goals and Expected Learning Outcomes

EG-1 THEORETICAL FOUNDATIONS

Educational Goal: Students will gain a broad understanding of the range of epistemological assumptions and core theoretical frameworks within the field of couple & family therapy, including an historical and critical analysis of significant theoretical issues and developments.	
Expected Student Learning Outcome (1 a) Students will critically compare selected historical and leading-edge couple & family therapy approaches and analyze key implications for clinical practice.	Incorporated through course readings; class discussions. Assessment/Evaluation: Assignments 1 - 3
Expected Student Learning Outcome (1 b) Students will demonstrate verbal and written ability to critique and to apply theoretical conceptualizations of selected post-modern/social constructionist couple & family therapy approaches to case-study and client situations.	Incorporated through course readings; class discussions. Assessment/Evaluation: Assignments 1 - 3
Expected Student Learning Outcome (1 c) Students will articulate the theoretical basis and practice implications of their preferred approach to couple & family therapy, including an examination of the congruency with the underlying values and assumptions of the approach and their personal professional positioning.	Incorporated through course readings; class discussions. Assessment/Evaluation: Assignments 1 - 3

EG-2 SCIENTIFIC INQUIRY AND CRITICAL EVALUATION

Educational Goal: Students will develop a professional identity encompassing an interdisciplinary sensibility, informed by relevant research-based information from related disciplines (family therapy, sociology, psychology, social work, health, etc.) and supported by the principles of critical appraisal of knowledge.	
Expected Student Learning Outcome 2 (b) Students will demonstrate an ability to write coherently about integrating theory, research, and practice skills related to their professional work.	Incorporated through course readings; class discussions. Assessment/Evaluation: Assignments 1 - 3
Expected Student Learning Outcome (2c) Students will have knowledge of current research developments in the couple & family therapy field, including empirically validated and evidence-based therapy approaches	Incorporated through course readings; class discussions. Assessment/Evaluation: Assignments 1 - 3

EG-4 SOCIAL CONTEXT AND POWER RELATIONS

Educational Goal: Students will integrate a sophisticated sensitivity to diversity into their professional identity as a couple and family therapist, privileging attention to social

location/socio-cultural context and including an understanding of social justice issues and awareness of how direct and systemic marginalization, discrimination, and abuse may impact people's everyday lives.	
Expected Student Learning Outcome 4 (a) Students will critically analyze how their social location, values and beliefs shape their professional identity.	Incorporated through course readings; class discussions. Assessment/Evaluation: Assignments 1 - 3
Expected Student Learning Outcome (4 b) Students will develop abilities to critically and reflexively analyze power relations of a given situation and/or embedded in the construction of knowledge, including attention to one's own participation in these processes.	Incorporated through course readings; class discussions. Assessment/Evaluation: Assignments 1 - 3
Expected Student Learning Outcome (4 c) Students will demonstrate awareness of and sensitivity to multi- dimensional aspects of diversity in the everyday lives of clients, including an ability to explore and articulate with clients the pertinence of potential social location issues on their experience of current concerns for therapy.	Incorporated through course readings; class discussions. Assessment/Evaluation: Assignments 1 - 3
Expected Student Learning Outcome (4 d) Students will learn strategies to explore and address issues of diversity, marginalization, discrimination, and abuse in therapy with clients.	Incorporated through course readings; class discussions. Assessment/Evaluation: Assignments 1 - 3

CRPO Professional Competencies

CRPO PC *See Note Below	Demonstration of Knowledge
1.1, 1.2, 1.4, 1.5	Incorporated through course readings; class discussions. Assessment/Evaluation: Assignments 1 - 3
1.1, 1.2, 1.4, 1.5	Incorporated through course readings; class discussions. Assessment/Evaluation: Assignments 1 - 3
5.1 5.2	Incorporated through course readings; class discussions. Assessment/Evaluation: Assignments 1 - 3
5.1	Incorporated through course readings; class discussions. Assessment/Evaluation: Assignments 1 - 3
5.1	Incorporated through course readings; class discussions. Assessment/Evaluation: Assignments 1 - 3
5.1 5.2	Incorporated through course readings; class discussions. Assessment/Evaluation: Assignments 1 - 3

Student Assignment to Groups

Date	Reading Discussion	Community Workshop
Class 1 (Jan 12)		
Class 2 (Jan 19)		
Class 3 (Jan 26)	Megan	
Class 4 (Feb 2)	Brody	
Class 5 (Feb 9)		
Class 6 (Feb 16)	Bronte	
<i>Reading Break</i>		
Class 7 (Mar 2)	Beth	
Class 8 (Mar 9)	Shahd	
Class 9 (Mar 16)		
Class 10 (Mar 23)	Bhavani	
Class 11 (Mar 30)		Workshop 1: Megan & Brody Workshop 2: Bronte & Beth
Class 12 (April 6)		Workshop 3: Shahd & Bhavani

Note: Students are free to change groups/dates (i.e., find a student willing to move to another date/group and notify the instructor)