**The College of Education's Conceptual Framework**

Preparing Ethical and Reflective Professionals for Quality Service in Diverse Communities

**The Counseling Program Mission**

To prepare diverse, ethical, reflective, and clinically skilled counselors to be multicultural and social justice leaders and advocates.

**Course Information:**

|  |  |  |
| --- | --- | --- |
| **COURSE INFORMATION:**COUN 5170, Section 1, Group Counseling Theories and Practice 4 CreditsLoyola Hall, 302Wednesdays 4 to 9pm Weeks 2 to 7 (Peer Group 2), Weeks 2,3,4,6,7,8 (Peer Group 1)Wednesdays 4-7:40pm (entire class) Weeks: (1, 9, 10) Wednesdays 4-7:40pm (Peer group 1): Weeks 1,5,9,10Wednesdays 4-7:40pm (Peer group 2): Weeks 1,8, 9,10Winter 2022 | **INSTRUCTOR** Name: Office: Office Hours: Phone: Email: *Emails will be answered within 48 hours business hours. I do not respond to emails on the weekends. I encourage you to do the same for self-care.* |  |

**Course Description:**

**Graduate Bulletin Description:** Emphasizes group counseling theory and provides an experiential component to integrate theory and practice. The course will examine application of group dynamics in school, post secondary, mental health and addiction treatment settings; and discuss ethical considerations. Processes and techniques relevant to the recovery model will be included.

Prerequisites: COUN-5100 & COUN-5110: Both must be completed prior to taking this course

**Course Purpose:** For students to gain awareness, knowledge, and skills fundamental and necessary to be a professional group counselor. Ethics and counseling diverse populations are emphasized.

**Course Rationale:**

1. **CACREP Standards**

**SECTION 2: PROFESSIONAL COUNSELING IDENTITY**

**2. F.2. SOCIAL AND CULTURAL DIVERSITY**

1. help-seeking behaviors of diverse clients

**2. F.5. COUNSELING AND HELPING RELATIONSHIPS**

f. counselor characteristics and behaviors that influence the counseling process**2. F.6. GROUP COUNSELING AND GROUP WORK**

1. theoretical foundations of group counseling and group work
2. dynamics associated with group process and development
3. therapeutic factors and how they contribute to group effectiveness
4. characteristics and functions of effective group leaders
5. approaches to group formation, including recruiting, screening, and selecting members
6. types of groups and other considerations that affect conducting groups in varied settings
7. ethical and culturally relevant strategies for designing and facilitating groups
8. 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
9. **WAC 246-811-030 Educational Requirements**

2. (l) Group counseling

**Course Objectives: On successful completion of this course students will:**

* Be able to describe stages of group development
* Be able to describe the goals and functions of professional group counseling
* Understand ethical and legal concerns regarding group counseling
* Gain familiarity with special considerations for groups of special populations
* Understand how diverse cultural identities may affect group counseling
* Create a proposal for a counseling group in a setting of choice
* Have an experiential understanding of being a member of a group

**Course Instructional Methods:**

This course is designed to include a variety of methods which appeal to different learning styles. These instructional methods will include brainstorming, in class discussions, oral presentations, role-playing, small group work, and written assignments.

There are two major components to this course: didactic and experiential. The didactic component will focus on information regarding stages of group development theories, practical tips, ethics, working with specific populations, multicultural variables, and other related topics.

The experiential component of this course will consist of students being members of peer group held during the Lab portion of the course. The student groups will meet Weeks 2-8 (see dates for specific peer group) from8 -9pm and led by experienced group counselors. The direction and depth of these group experiences will be left to the group members and leaders. Individual limits are to be respected. Confidentiality is required for all group experiences\*. Group attendance is a CACREP requirement.

**\*Exceptions to Confidentiality:** Group leaders are required to inform the instructor should any student appear to be a danger to self or others& group member attendance

**Graduate Studies:**

Graduate studies differ from undergraduate studies. Graduate students encounter increasingly complex material requiring personal synthesis. The undergraduate school method of memorizing and regurgitating in class discussions or assignments is no longer adequate. Graduate students are required to read more extensively, think more deeply, study more intensely, work smarter, and commit significantly more effort. Graduate students’ written work must not only demonstrate command of expression, grammar, and syntax, but also a growing recognition of patterns and connections, compelling conceptualization of issues, and synthetic analysis and evaluation of presented materials. Graduate students are expected to recognize and welcome multiple viewpoints, tolerate controversy and ambiguity, and detect interrelated layers of meaning. Graduate school is a “community of learners.” To create this community requires dedicated engagement by both instructor and students.

Competent conceptualization, synthesis, analysis, and evaluation are essential for success beyond graduate school. Graduate students are preparing for life as *counseling professionals*. Future clients/students will depend on you for wise guidance, understanding, expertise, confidence, and reassurance. They will trust you are competent and that you practice your craft well.

As the course instructor, I am responsible for effective teaching methods, appropriate course content, a variety of learning tools, and consistent grading according to the course rubrics and syllabus. However, true understanding and command of the subject is achieved only when students also commit to the course, respond graciously to direction and constructive feedback, and apply the learning tools to their professional development. Students must achieve “ownership” of the course material at a personal, integrated level.

Learning is not just about “getting” a grade, a credential, a pay raise, or maintaining a GPA. As an instructor, my efforts in this course strive to equip graduate students to be professional counselors so they may provide competent service to their future clients. Impoverished efforts unfailingly yield impoverished results.

**Assignments:**

| **Assignments** | **CACREP Standard**  | **Points Possible**  |
| --- | --- | --- |
| **1. Class Attendance and Participation:** Reading, discussing, and integrating ideas and information are central to this course. Students are expected to be present in every class, to read all assigned readings prior to class, and to be prepared to discuss. ***See course schedule for dates.*** | 2F | **5 x 10 =****50 Points** |
| **2. Group Attendance and Participation:** All students are required to participate as a group member in their assigned group. This is a CACREP requirement and failure to attend may mean failure of the course. ***See course schedule for dates.*** | 2F | **20 x 6=****120 Points** |
| **3. Group Participation Reflection Presentation:** In their assigned groups students will present on their experiences from a “client” and counselor perspective. ***Rubric for assignment is posted on course canvas page. See course schedule for due date*** | 2F | **100 Points** |
| **4. Group Proposal Summative Assignment:** This assignment is used to determine student knowledge and skills in the Group Work CACREP core area. ***Rubric for assignment is posted on course canvas page. See course schedule for due date*** | 2F | **220 Points** |
| **5. Quizzes:** There will be 4 quizzes throughout the quarter that will be administered via Canvas. They will consist of multiple-choice questions based on the reading assigned for that week. The intention is for them to support your reading efforts and highlight key areas throughout the course. | 2F | **10x4=40 points** |
| **Total**  |  | **530** |

**Required:**

1. Gladding, S.T. (2020). *Groups: A counseling specialty.* Pearson.

ISBN-10 0-13-516689-6

1. American Psychological Association. (2019). *Publication manual of the American Psychological Association (7th ed.).* Washington DC: Author.

ISBN-10 1433832178

1. U.S. Department of Health and Human Services. (2015). *Substance abuse treatment: Group therapy (TIP 41).* Author. **DO NOT PURCHASE. AVAILABLE ON CANVAS SITE AS PDF.**
2. Additional readings assigned and will be posted on Canvas

**Course Schedule:**

| **Date** | **Topics**  | **Assignments** | **CACREP Standard** | **Evaluation****Method** |
| --- | --- | --- | --- | --- |
| **Week 1****1/5/22** | Introduction and OrientationHistory of Group Work | **NA**  | 2E, 2F | Rubric |
| **Week 2****1/12/22** | Diversity & Social Justice in Group Work**Peer Groups**  | **Text:** Gladding Chapter 8/ Applying Social Justice to Oppression and Marginalization in Group Process Interventions and Strategies for Group Counselors (Under Module Week 2)**Canvas: Module for Week****Due: Group Attendance and Participation Week 2 (Both Peer Groups)** | 2E, 2F | Rubric |
| **Week 3****1/19/22** | Types of Groups & Ethics & Legal Concerns**Peer Groups**  | **Text:** Gladding Chapter 1 & 10/ Ethical Considerations in Group Work WithTransgender/Gender Diverse Clients (Under Week 3 Module)**Canvas: Module for Week****Due: Group Attendance and Participation Week 3 (Both [Peer Groups)/ Quiz 1 in class**  | 2E, 2F | Rubric |
| **Week 4** **1/26/22** | Groups & Theories**Peer Groups**  | **Text:** GladdingChapter 15 and 16**Canvas: Module for Week****Due: Group Attendance and Participation Week 4 (Both Peer Groups)** | 2E, 2F | Rubric |
| **Week 5****2/2/22** | Substance & Co-Occurring Groups**Peer Groups**  | **Text:** TIP 41Chapter 1 & 2**Canvas: Module for Week****Due: Group Attendance and Participation Week 5 (Only Peer Group 2)/ Quiz 2 in class** | 2E, 2F | Rubric |
| **Week 6****2/9/22** | Groups for Children & Adolescents**Peer Groups**  | **Text:** Gladding Chapter 11 & 12/ Refugee Children Acculturation: Group Process in Schools as Cultural Microcosms (under Week 6 Module) **Canvas: Module for Week****Due: Group Attendance and Participation Week 6 (Both Peer Groups)/ Quiz 3 in class** | 2E, 2F | Rubric |
| **Week 7****2/16/22** | Group Dynamics**Peer Groups**  | **Text:** Gladding Chapter 2**Canvas: Module for Week****Due: Group Attendance and Participation Week 7 (Both Peer Groups)/ Group 1 and Group 2 Presentation** | 2E, 2F | Rubric |
| **Week 8****2/23/22** | Group Leadership | **Text:** Gladding Chapter 3/ Differences that Make a Difference: Diversity andthe Process Group Leader (Under Week 8 Module)**Canvas: Module for Week****Due: Quiz 4 in class/ Group 3 and Group 4 Presentation/ Group Attendance and Participation Week 8 (only peer group 1)** | 2E, 2F | Rubric |
| **Week 9****3/2/22** | Group Stages: Forming, Storming & Norming | **Text:** Gladding Chapter 4 & 5**Canvas: Module for Week****Due: Group Proposal Summative Assignment Paper**  | 2E, 2F | Rubric |
| **Week 10****3/9/22** | Group Stages: Performing & Termination | **Text:** Gladding Chapter 6 & 7**Canvas: Module for Week** | 2E, 2F | Rubric |

**Course Expectations & Policies**

**Academic Integrity Violation Policy:** <https://www.seattleu.edu/redhawk-service-center/academic-policies/>

At minimum, any violation of the SU Academic Integrity Policy will result in a failure on the relevant assignment and a failure in the course. Lack of intent or ignorance is not excused. There are no exceptions to this policy. All students are expected to have read the SU Academic Integrity Violation Policy and I strongly encourage all students to review the SU Academic Integrity Violation Policy as they are expected to know and understand it.

**Assignment Deadlines and Extensions Policy:**

Any late work will receive automatic point deductions. If an assignment is 24-47 hours late there will be an automatic 50%-point deduction regardless of circumstances. If an assignment is more than 48 hours late no points will be given.

An agreement to receive an Incomplete (I) grade may be negotiated if a student’s circumstances do not allow them to finish the course work on time. Please review the Incomplete Grades Policy: <https://www.seattleu.edu/redhawk-service-center/academic-policies/>

**Assignment Submission Policy:**

There are no resubmissions or reworking of any assignments in this course. All submitted work is FINAL and should reflect the student’s best effort. This is a strictly observed policy and not open to appeal.

**Attendance Policy:**

Due to the experiential nature of counseling courses attendance is required for all classes. In clinical courses, attendance is critical because students depend on each other for observation, feedback, and consultation. In non-clinical courses, classroom activities and instruction necessarily contribute to the learning objectives of the respective courses. Attendance means arriving for class on time, staying for the duration of the class, and remaining focused on the class during each class session.

**Canvas Expectations:**

Students are responsible for accessing Canvas on a regular schedule. Students should not just rely on Canvas Modules for assignments are also responsible for consistently reviewing the course syllabus as well as the Canvas weekly files.

**Class Recording Policy:**

Zoom class sessions of this course will be recorded. Any recordings will only be available to students registered for this class. Information contained in the lecture is protected under federal copyright laws and may not be published or quoted without the express consent of the lecturer and without giving proper identity and credit to the lecturer. Recordings may not be reproduced, shared with those not in the class, or uploaded to other online environments. Violation of this policy will result in a failure for the course.

**Communication Expectations:**

I check my email regularly. Students may email at any time but will not receive a response outside regular business hours. Generally, emails received will receive a response within 48 hours on business days. Business days are Monday–Thursday, except for holidays.

University related communications must be through Seattle University email.

I use both Outlook and Canvas email to communicate with students in addition to Canvas announcements.

**Computer Literacy Expectations:**

All students are expected to be competent with technology. This includes proficiency with using Microsoft Office (e.g., Word, PowerPoint, and Excel), email, CANVAS and the internet. Contact the Office of Information Services (OIT) Help Desk at (206) 296-5571, e-mail helpdesk@seattleu.edu or visit http://www.seattleu.edu/its/ for new student information and assistance with SU technology.

**Counseling Assessment System Policy:**

Student progress is determined by their ability to meet Academic Standards (i.e., knowledge and skills) and demonstrate Professional Dispositions (i.e., conduct) expected of beginning counselors. The Counseling Assessment System (CAS) is used to evaluate student’s ability to meet these knowledge, skills, and dispositions.

**Device Usage Policy:**

To demonstrate respect for classmates, the instructor, and the learning environment, devices are expected to be silenced during class and activity time. No extracurricular device usage, including texting, is acceptable during class time. Using your devices for other tasks (Facebook, email, etc.) during class is disrespectful to classmates and to the professor and is unprofessional behavior. Please use devices only for appropriate class-related tasks.

**Grading Policy:**

Grades will be available on the course Canvas site. Assignments will be returned to students typically within two weeks. Students will receive feedback with the expectation they will make the necessary adjustments. A grade of B or better is required to pass a course. Students who earn less than a B will be required repeat the course.

Failure to turn in an assignment will result in failure of the course. Any demonstration of lack of responsibility or disrespect towards the course instructor for the above will be reflected in assessment of the student’s professional dispositions.

**Any late work will receive automatic point deductions. If an assignment is 24-47 hours post-deadline there will be an automatic 50%-point deduction regardless of circumstances. If an assignment is more than 48 hours late no points will be given.**

**Grading Scale:**

94-100 % A 80-83 B- 67-69 D+

 90-93 A- 77-79 C+ 64-66 D

 87-89 B+ 74-76 C 60-63 D-

 84-86 B 70-73 C- 0-59 F

**Graduate Writing Expectations:**

All written assignments that do not follow APA writing guidelines will be considered below graduate level work and place the student in jeopardy of not receiving credit for the assignment and for the course. All written work should be edited and proofed before submission and reflect graduate competency in both technical and grammatical arenas.

**Missed Class Policy:**

If a student expects to miss class or to be late to class, please e-mail the course instructor beforehand (or as soon as possible). If available, please review the class slides, and/or obtain notes from a peer. Students are responsible for any course information even when a class is missed. Attendance points will be deducted for being late to class and for missing class. **Students are not able to recover lost attendance points. Students who miss two classes will fail the course and be required to repeat it.** **Repeating a course may delay a student’s program of study.**

**Missed Student Group Policy:**

Failure to attend a student group will lead to failure in the course with the exception of one absence due to a medical emergency. If a student does have a medical emergency and misses a group, they will be required to make-up the missed group by attending an outside group on their own time and writing a paper to reflect on the experience. Students must get permission from the course instructor before being allowed to make up a missed group**. Students who miss two student groups for any reason, including medical emergency, will fail the course and be required to repeat it. Repeating a course may delay a student’s program of study.**

**Participation Expectations:**

Participation includes engaging with all assigned readings and videos, discussing, integrating ideas & information. Students are expected to be present in every class & be prepared to discuss all materials assigned. Students are expected to demonstrate graduate level analytical thinking as well as self-reflection and self-critique.

**Personal Disclosure Policy:**

Student self-disclosure of a personal nature may be requested in some courses. Seattle University faculty members abide by the ethical codes of the American Counseling Association (ACA), the American School Counselor Association (ASCA), the Association for Counselor Education and Supervision (ACES) and the American Psychological Association (APA) regarding student personal disclosure by allowing students to set limits on the content of their disclosure. Such limits will be respected by faculty and other students.

**Professional Dispositions Expectations:**

The faculty will evaluate students’ readiness to enter the counseling profession through interpersonal interactions with peers, instructors, and others. As such, students need to demonstrate professionalism and the ability to attend to all responsibilities including course work.

Professional dispositions are used to determine a student’s fit for the counseling profession. CACREP defines dispositions as “commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor’s professional growth and interactions with clients and colleagues” (CACREP, 2015). Students are evaluated along 12 professional dispositions to determine whether their attitudes and behaviors are ethical, professional, and promote multiculturalism and social justice:

1. Self-Expression: Expresses self effectively and appropriately

2. Listening: Listens to others

3. Cooperativeness: Cooperates with others

4. Feedback: Able to receive and integrate feedback

5. Respect: Demonstrates respect for others in a non-judgmental way.

6. Self-awareness: Awareness of own impact on others

7. Conflict: Appropriately handles conflict with others

8. Personal responsibility: Takes personal responsibility

9. Professional: Attitudes and behaviors are professional and aligns with ACA Code of Ethics

10. Motivation: Takes initiative to complete tasks

11. Multiculturalism: Accepting of social and cultural diversity

12. Social Justice: Attitudes and behaviors promote a just world

**Professional Language Expectations:** APA Style 7th Edition

For all assigned papers, independent studies, and graduate projects, students are expected to follow the style presented in the ***7th edition*** of the Publication Manual of the American Psychological Association.

**SU Policies**

**\*\*Academic resources to support your learning**

My goal is to create a learning environment in which you can be successful and feel supported. I will work hard to create and improve the learning environment throughout the quarter/semester based on my own observations of the course and your feedback on what would help you learn more. In return, I ask and encourage you to make the most of this learning opportunity.

I encourage you to explore the services below and to work on the assumption that you’ll always be developing some new strategies that will help you become a more flexible learner. I am keen to support you in that growth, and plan to build in opportunities for us all to share new strategies with one another either in scheduled class time or via Canvas.

**\*\*Library and Learning Commons**

\*\* [Library & Learning Commons](http://www.seattleu.edu/learningcommons/)

**Writing Center**

The Seattle University Writing Center supports SU students from all levels of writing expertise, voices, experiences, and writing practices to achieve their writing goals. We seek to provide an accessible, anti-oppressive, and collaborative space for learning and growth through one-on-one peer consultations. The peer consultants are also students who engage in intensive study and hands-on practice to provide thoughtful feedback and to share writing strategies. Consultations are available at any stage of the writing process, from brainstorming, organizing, and developing rough draft to revising and editing in later drafts. The Writing Center offers appointments in various modalities: in-person and online, synchronous, and asynchronous. Please visit [Writing Center](https://www.seattleu.edu/writingcenter/) to learn more about the Writing Center. You can schedule an appointment and select an available modality through [Appointment Scheduler](https://seattleu.mywconline.com/)

**Learning Assistance Programs**

Learning Assistance Programs (LAP) provides peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual consultation sessions with a learning specialist. We offer these in various modalities (in-person, synchronous, and asynchronous), depending on university policy and LAP staff availability. Please visit our website [Learning Assistance Programs](https://nam02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.seattleu.edu%2Flearning-assistance%2F&data=04%7C01%7Cgreend%40seattleu.edu%7Cccb4a901bb5b4376447608d947c219c3%7Cbc10e052b01c48499967ee7ec74fc9d8%7C0%7C0%7C637619721238086234%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=RFLUu%2BD9%2BL1s0oeE3CqrYPpMwnOJZXIBKRFXFCvjhEc%3D&reserved=0) or e-mail us at learningassistance@seattleu.edu for the most updated information about accessing services.

**Research Services**

Research help is available to students at any stage in the research process. Students can schedule a virtual consultation with our team of Research Services Librarians and Student Peer Research Consultants (SPRCs) to get help finding and assessing sources, learn database search skills, and develop research topics.

To learn more, or for assistance via chat/phone/email, check out our Get Research Help page ([Research Help](https://www.seattleu.edu/library/askalibrarian/)) or book a Virtual Consultation online ([Library Consultation](https://www.seattleu.edu/library/consultation/) ).

**Math Lab**

The Math Lab offers one-on-one tutoring to students enrolled in lower division mathematics courses. Please visit our website at [Math Resources](https://www.seattleu.edu/scieng/math/student-resources/math-lab/) for more information.

**English-language learning center (ELLC)**

The English Language Learning Center (ELLC) offers free tutoring for all SU students who are non-native speakers of English. Experienced ELLC tutors can help you improve your English language skills and better understand American culture. We can help with any type of assignment: written essays, online discussions, oral presentations, interview practice, etc. For the schedule or to book a session please visit [ELLC](https://www.seattleu.edu/ellc/ellc-tutoring/)

**Support for remote learning**

Remember to review the online tutorial that our Center for Digital Learning and Innovation has created to support your remote learning experience: [Remote Learning](https://seattleu.instructure.com/courses/1563070)

Students and faculty have reported a more engaging class experience when using video on Zoom. We know not everyone has the ability to have their camera on all the time, for a variety of reasons. If you aren’t able to do so, be sure to stay connected in other ways (in chat or vocally).

**Borrow a Chromebook or an internet hotspot from the library**

If you are having difficulty with remote learning because your laptop is older or your internet access is patchy, the library is currently loaning out Chromebooks and internet hotspots. You can submit a request by emailing the library; follow the link under “Technology Lending” at: [Library Guides](https://libguides.seattleu.edu/technology#s-lg-box-23259286)

**University policies**

**\*\*Support for students with disabilities**

Seattle University values diverse types of learners and is committed to ensuring that each student is afforded an equal opportunity to participate in learning experiences. Disability Services (DS) works with students with disabilities to provide reasonable accommodations to support their learning experiences. Disabilities include “invisible disabilities,” such as a learning disability, a chronic health problem, or a mental health condition. This could include any long-term effects of COVID, even after recovery (“long-COVID”), if a health care provider determines it is a chronic health problem.

If you have, or suspect you may have, a disability that may interfere with your performance as a student in this course and have not yet been assessed by DS, please contact DS staff at DS@seattleu.edu or (206) 296-5740. Disability-based accommodations to course expectations can be made only through this process and must be approved by DS before implemented in a course. I am committed to working with you, so please consider meeting with me to discuss the logistics of implementing any accommodations approved by DS.

**\*\*Notice on Religious Accommodations**

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students ([Religious Accommodations](https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF) ).

**\*\*Academic policies on the Registrar website**

\*\* [Academic Policies](https://www.seattleu.edu/redhawk-axis/academic-policies/)

Be sure that you understand the following university academic policies, posted on the Registrar’s website:

\*\*Academic integrity policy:

\*\*Academic Grading Grievance Policy

\*\*Professional Conduct Policy [Only for those professional programs to which it applies]

**\*Health and safety protocols** [Recommended for courses with an in-person component during the COVID-19 pandemic; updated 30 August 2021.]

**Safe Start Health Screen**

Each day before coming to campus or class, all of us – students, faculty, and staff – need to complete the [Safe Start Health Check](https://www.seattleu.edu/coronavirus/screening/) screening and should be prepared to show the screening result upon request. We are expected to stay home if we are unable to pass the health screening. If you live on campus in the residence halls and do not pass the health screening, you should stay in your room. In addition to completing the daily health screening, all of us in the SU community – students, faculty, and staff – must continuously monitor for symptoms of illness throughout the day and take appropriate steps to isolate from others if we become symptomatic.

**Face coverings**

We will all wear face coverings consistent with SU’s [COVID-19 Face Covering Policy](https://www.seattleu.edu/media/coronavirus/face_covering_policy_amended_final.pdf) (or as amended).

**Change in Delivery of Instruction**

SU reserves the right to change the delivery of instruction for courses without prior notice due to COVID-19 or other events.