

Spring 2019

CE 615 Syllabus: Group Therapy and Practice

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Winona State University
 Counselor Education Department
CE 615: Group Theory and Practice
 Spring semester 2019, 3 S.H.



Course Location	This class meets weekly, face-to-face, on Tuesday evenings from 5:00— 8:00 PM, at the WSU-Rochester Broadway Building 317, 3 rd floor of the historic Riverside Building on the corner of 4 th Street SE and South Broadway.
Instructors	Robin Saner, M.S., LSC, & Mitch Moore, PhD, LADC-S
Instructor Email and Phone	rsaner@winona.edu 507-535-2552; mmoore@winona.edu 507-535-2551
Program Website	https://www.winona.edu/counseloreducation/
Instructor Office Location	Rochester Broadway Building 3 rd floor office complex
Instructor Office Hours:	Robin: Mondays, 3:00–5:00 PM, Tuesdays, 1:00–5:00 PM, & Thursdays 1pm–5pm, or as arranged. Mitch: Tuesday & Thursday, noon – 5:00PM or as arranged.

I. COURSE DESCRIPTION

In this course, students are introduced to the theory and practice of group counseling. The course will provide students with an academic/theoretical overview of groups and group work as well as the opportunity to develop group leadership skills through experiential learning activities.

II. COURSE PREREQUISITES

1. CE 601 - Foundations of Counseling,
2. CE 658 - with a passing grade or permission of instructor. Grade only. Offered once a year.
3. Concurrent Requirement - CE 595: Group Experience or another approved 10-hour group counseling experience.

III. COURSE OBJECTIVES (Cos)

This course will provide the essential learning necessary for the student to:

1. name and explain the key therapeutic factors of group work.
2. identify the theoretical stages of the group process.
3. recognize the types of groups, group structure, group dynamics, and use of theory of group counseling.
4. experience and reflect on being a member of a group counseling experience for 10-hour minimum.
5. lead a psycho-educational group on a current topic in counseling.
6. plan and implement groups utilizing criteria for member selection, member assessment, goal setting, evaluation, and termination of the group.
7. develop & demonstrate leadership interventions that emphasize leader responsibility for the group process.
8. develop counseling skills to promote constructive behaviors and intervention skills to modify inhibiting factors operating in groups.
9. discuss ethical issues and acquire ethical behaviors relevant to the practice of group counseling.
10. develop multicultural counseling skills and model respect when working with individuals from diverse backgrounds (culture, gender differences, sexual orientation, disability, age, socioeconomic background, etc.).
11. present a comprehensive group plan including group member selection, session planning with research-based interventions/exercises, and program outcome assessment, advertisement, etc.
12. articulate interventions for addressing problem behaviors in groups.

IV. COURSE REQUIRED TEXTS & READINGS

Jacobs, E.E., Schimmel, C.J., Masson, R.L., & Harvill, R.L. (2016). *Group counseling: Strategies and skills, 8th Ed.* Boston: Cengage.

- Course text readings, videos & quizzes on Cengage MindTap
- Additional readings and handouts as assigned

V. SUPPLEMENTAL TEXTS

- Treatment Improvement Protocol (TIP) Series 41: *Substance Abuse Treatment: Group Therapy* at: <http://www.ncbi.nlm.nih.gov/books/NBK14531/> or <http://store.samhsa.gov/product/TIP-41-Substance-Abuse-Treatment-Group-Therapy/SMA09-3991>
- APGA, *Evidence on the Effectiveness of Group Psychotherapy* from the American Group Psychotherapy Association: <http://www.agpa.org/home/practice-resources/evidence-based-group-practice>
- APGA, *Practice Guidelines for Group Psychotherapy: A cross-theoretical guide to developing and leading psychotherapy groups*, from the American Group Psychotherapy Association at [http://www.agpa.org/docs/default-source/practice-resources/download-full-guidelines-\(pdf-format\)-group-works!-evidence-on-the-effectiveness-of-group-therapy.pdf?sfvrsn=2](http://www.agpa.org/docs/default-source/practice-resources/download-full-guidelines-(pdf-format)-group-works!-evidence-on-the-effectiveness-of-group-therapy.pdf?sfvrsn=2)

VI. CACREP STANDARDS

	Course Objectives Linked to CACREP Standard	Location of evaluation for CACREP Standard						
		CO 1-12	Cengage Mindtap chapter readings	Cengage Mindtap Chapter Videos & Activities	Cengage Mindtap chapter quizzes	Group Theory Session Delivery	Special Issue Group Proposal & Session Delivery	Weekly Class Group Facilitation
SECTION II – PROFESSIONAL IDENTITY, KNOWLEDGE, PART G GROUP WORK —studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:								
2d. individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies;	10	Chs. 1, 2	Chs. 1, 2	Chs. 1, 2		x		
6a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;	1, 2, 3,	Chs. 1, 2	Chs. 1, 2	Chs. 1, 2	x	x	x	x
6b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;	5, 6, 7, 8, 9	Chs. 2, 6	Chs. 2, 6	Chs. 2, 6			x	
6c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;	2, 3	Chs. 1, 2, 13	Chs. 1, 2, 13	Chs. 1, 2, 13				

6d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;	3, 6, 7, 8, 9, 10, 11, 12	Chs. 1, 2, 3, 4, 6	Chs. 1, 2, 3, 4, 6	Chs. 1, 2, 3, 4, 6			x	
6e. 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.	4							x
CACREP 2009 School Counseling Standards	Course Objectives Linked to CACREP Standard	Location of evaluation for CACREP Standard						
	CO 1-12	Cengage Mindtap chapter readings	Cengage Mindtap Chapter Videos & Activities	Cengage Mindtap chapter quizzes	Group Theory Session Delivery	Special Issue Group Proposal & Session Delivery	Weekly Class Group Facilitation	Group Experience Requirement
COUNSELING, PREVENTION AND INTERVENTION Foundations, A. Knowledge A2. Understands ethical and legal considerations specifically related to the practice of school counseling.	9	Chs. 1, 17	Chs. 1, 17	Chs. 1, 17				
A6. Understands the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	10	Ch. 17	Ch. 17	Ch. 17				
A7. Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.	3, 7	Chs. 6, 16, 17	Chs. 6, 16, 17	Chs. 6, 16, 17				
B. Skills & Practices B1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	9				x	x	x	
C. KNOWLEDGE C1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students.	1, 2, 3,	Chs. 2, 6, 17	Chs. 2, 6, 17	Chs. 2, 6, 17	x		x	

C2. Knows how to design, implement, manage, and evaluate programs to enhance the academic, career, and personal/social development of students.	6, 11	Chs. 3, 4	Chs. 3, 4	Chs. 3, 4	x	x	x	
C3. Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	7, 8, 11, 12	Chs. 6, 7, 8	Chs. 6, 7, 8	Chs. 6, 7, 8			x	
C5. Understands group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning.	1, 2, 3,	Chs. 1, 2, 3, 17	Chs. 1, 2, 3, 17	Chs. 1, 2, 3, 17	x	x	x	x
D. SKILLS AND PRACTICES D1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms	5, 6, 7, 8, 9, 10				x	x	x	x
D2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	5, 6, 7, 8, 9,				x	x	x	x
D3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	10, 11, 12				x	x		
Diversity & Advocacy E. Knowledge E1. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning.	9, 10	Chs. 6, 17	Chs. 6, 17	Chs. 6, 17		x	x	
E2. Identifies community, environmental, and institutional opportunities that enhance—as well as barriers that impede—the academic, career, and personal/social development of students.	7, 8, 10, 12				x	x		

E3. Understands the ways in which educational policies, programs, and practices can be developed, adapted, and modified to be culturally congruent with the needs of students and their families.	10	Chs. 6, 17	Chs. 6, 17	Chs. 6, 17		x		
E4. Understands multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement.	10	Chs. 6, 17	Chs. 6, 17	Chs. 6, 17		x		
F. Skills & practices F1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	10					x	x	x
Assessment, H. Skills & Practices H1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	11, 12	Chs. 4, 16, 17	Chs. 4, 16, 17	Chs. 4, 16, 17				
H4. Makes appropriate referrals to school and/or community resources.	11, 12	Chs. 4, 16, 17	Chs. 4, 16, 17	Chs. 4, 16, 17				
Research & Evaluation I. Knowledge I1. Understands how to critically evaluate research relevant to the practice of school counseling.	6, 11	Chs. 1, 4, 13	Chs. 1, 4, 13	Chs. 1, 4, 13				
I4. Knows current methods of using data to inform decision making and accountability (e.g., school improvement plan, school report card).	6, 7, 8, 11	Chs. 1, 4	Chs. 1, 4	Chs. 1, 4				
I5. Understands the outcome research data and best practices identified in the school counseling research literature.	11, 12	Chs.1, 4, 13, 17	Chs.1, 4, 13, 17	Chs.1, 4, 13, 17				
J. Skills & Practices J1. Applies relevant research findings to inform the practice of school counseling.	11, 12				x	x	x	
J2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	6, 7, 11, 12				x	x		

Academic Development K. Knowledge K3. Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance-related material.	6, 11	Ch. 4	Ch. 4	Ch. 4	x	x	x	
L. Skills and Practices 1. Conducts programs designed to enhance student academic development.	8, 11	Chs. 4, 13, 17	Chs. 4, 13, 17	Chs. 4, 13, 17		x		
Collaboration & Consultation M. Knowledge M1. Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	6, 9, 11, 12	Chs. 1, 17	Chs. 1, 17	Chs. 1, 17				
M2. Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	7, 8, 12	Chs. 16, 17	Chs. 16, 17	Chs. 16, 17				
M3. Knows how to build effective working teams of school staff, parents, and community members to promote the academic, career, and personal/social development of students.	6, 7, 8, 12	Chs. 1, 2, 10, 11, 17	Chs. 1, 2, 10, 11, 17	Chs. 1, 2, 10, 11, 17				
M4. Understands systems theories, models, and processes of consultation in school system settings.	11, 12	Chs. 1, 2, 16, 17	Chs. 1, 2, 16, 17	Chs. 1, 2, 16, 17				
M5. Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.	7, 12	Chs. 16, 17	Chs. 16, 17	Chs. 16, 17				
Leadership, O. Knowledge O1. Knows the qualities, principles, skills, and styles of effective leadership.	5, 6, 7	Chs. 1, 6	Chs. 1, 6	Chs. 1, 6	x	x	x	
O2. Knows strategies of leadership designed to enhance the learning environment of schools.	5, 6, 7	Chs. 1, 6	Chs. 1, 6	Chs. 1, 6	x	x	x	

CACREP 2009 Clinical Mental Health Counseling Standards	Course Objectives Linked to CACREP Standard	Location of evaluation for CACREP Standard						
	CO 1-12	Cengage Mindtap chapter readings	Cengage Mindtap Chapter Videos & Activities	Cengage Mindtap chapter quizzes	Group Theory Session Delivery	Special Issue Group Proposal & Session Delivery	Weekly Class Group Facilitation	Group Experience Requirement
Foundation, A. Knowledge A2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.	9	Chs. 1, 14	Chs. 1, 14	Chs. 1, 14	x		x	
A3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	3, 7	Chs. 1, 14, 17	Chs. 1, 14, 17	Chs. 1, 14, 17				
A5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	1, 2, 3	Chs. 1, 2, 14	Chs. 1, 2, 14	Chs. 1, 2, 14				
A9. Understands the impact of crises, disasters, and other trauma-causing events on people.	3, 7, 8	Chs. 14, 16, 17	Chs. 14, 16, 17	Chs. 14, 16, 17				
B. Skills & practices B1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	9				x	x	x	x
COUNSELING, PREVENTION AND INTERVENTION C. KNOWLEDGE C1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	10	Chs. 13, 14, 17	Chs. 13, 14, 17	Chs. 13, 14, 17	x			

C3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).	1, 2, 3,	Chs. 1, 2, 3, 14, 17	Chs. 1, 2, 3, 14, 17	Chs. 1, 2, 3, 14, 17				
C8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	3, 4	Chs. 1, 14, 17	Chs. 1, 14, 17	Chs. 1, 14, 17				
C9. Understands professional issues relevant to the practice of clinical mental health counseling.	3, 9	Ch. 14	Ch. 14	Ch. 14				
D. Skills & Practices D3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	5, 8, 10, 11	Chs. 6, 14, 17	Chs. 6, 14, 17	Chs. 6, 14, 17	x	x	x	
D5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	5, 6, 7, 8, 9, 10				x	x	x	
D9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	9				x	x	x	x
Diversity & Advocacy E. Knowledge E1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	10	Chs. 6, 17	Chs. 6, 17	Chs. 6, 17		x		
E2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	10	Chs. 6, 17	Chs. 6, 17	Chs. 6, 17		x		x
E3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of	1, 2, 3, 6, 7, 10	Chs. 6, 13, 14	Chs. 6, 13, 14	Chs. 6, 13, 14		x		

clients with mental and emotional disorders.								
E4. Understands effective strategies to support client advocacy and influence public policy and government relations on local, state, and national levels to enhance equity, increase funding, and promote programs that affect the practice of clinical mental health counseling.	9, 10	Ch. 17	Ch. 17	Ch. 17	x	x		
E5. Understands the implications of concepts such as internalized oppression and institutional racism, as well as the historical and current political climate regarding immigration, poverty, and welfare.	9, 10	Chs. 6, 17	Chs. 6, 17	Chs. 6, 17		x		
E6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	9, 10	Chs. 1, 14	Chs. 1, 14	Chs. 1, 14	x			
F. Skills & Practices F3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	5, 10, 11				x	x	x	
Assessment, G. Knowledge G1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	1, 2, 8, 10	Chs. 1, 13, 14	Chs. 1, 13, 14	Chs. 1, 13, 14				
Research & Evaluation I. Knowledge I1. Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.	10, 11	Chs. 1, 4, 13, 14	Chs. 1, 4, 13, 14	Chs. 1, 4, 13, 14	x	x		
I3. Knows evidence-based treatments and basic strategies for evaluating counseling outcomes in clinical mental health counseling.	5, 7, 8, 12	Chs. 3, 14	Chs. 3, 14	Chs. 3, 14	x	x		

J. Skills & Practices J1. Applies relevant research findings to inform the practice of clinical mental health counseling.	11				x	x	x	
Diagnosis, K. Knowledge K4. Understands the relevance and potential biases of commonly used diagnostic tools with multicultural populations.	10	Chs. 6, 17	Chs. 6, 17	Chs. 6, 17				

CACREP 2016 Standards	Course Objectives Linked to CACREP Standard	Location of evaluation for CACREP Standard						
	CO 1-12	Cengage Mindtap chapter readings	Cengage Mindtap Chapter Videos & Activities	Cengage Mindtap chapter quizzes	Group Theory Session Delivery	Special Issue Group Proposal & Session Delivery	Weekly Class Group Facilitation	Group Experience Requirement
SECTION 2 – PROFESSIONAL COUNSELING IDENTITY, COUNSELING CURRICULUM, PART F., 6. GROUP COUNSELING & GROUP WORK								
6. a. theoretical foundations of group counseling and group work	2	Chs. 1, 2, 13	Chs. 1, 2, 13	Chs. 1, 2, 13				
6.b. dynamics associated with group process and development	2, 3	Ch. 2	Ch. 2	Ch. 2				
6.c. therapeutic factors and how they contribute to group effectiveness	1	Ch. 2	Ch. 2	Ch. 2				
6.d. characteristics and functions of effective group leaders	5, 6, 7	Chs. 1, 6	Chs. 1, 6	Chs. 1, 6	x	x	x	x
6.e. approaches to group formation, including recruiting, screening, and selecting members	6, 11	Chs. 4, 5	Chs. 4, 5	Chs. 4, 5				
6.f. types of groups and other considerations that affect conducting groups in varied settings	3, 8, 12	Chs. 1, 14, 17	Chs. 1, 14, 17	Chs. 1, 14, 17			x	
6.g. ethical and culturally relevant strategies for designing and facilitating groups	9, 10	Chs. 6, 17	Chs. 6, 17	Chs. 6, 17		x		
6.h. 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	4							x

VII. METHODS OF INSTRUCTION

- A. Lecture/discussion
- B. Group process
- C. Use of technology and media including videotapes, films, and Power Points
- D. Professional Learning Communities (Cooperative and self-directed learning)

- E. Self-assessments and reflective self-evaluations
- F. Experiential: Modeling, Role plays, Simulations, Repeated practice

VIII. COURSE REQUIREMENTS

Professionalism: Expectations

Being prepared for class by reading the assigned material is part of your professional preparation. This work prepares you by providing you with the knowledge you need to confidently face concerns typical in the counseling field, and strengthens your stamina for the workload required of effective counselors.

Effective class participation includes respectful, and non-dominating involvement in class discussions, showing initiative and investment in classroom activities, coming to each class prepared to ask questions and share ideas, and engaging in reflective discussion of course readings. Professional conduct is a requirement in the counseling field, and therefore, it is expected in this course. Considering much of the course is experiential in nature, it is expected that you maintain professionalism when you share ideas in class as well as when you provide feedback to other classmates and the instructor in class. Additionally, maintaining confidentiality of information shared in class by your peers is an expectation.

Note: Since self-exploration is an integral part of this course, you must decide for yourself what and how much you want to reveal about yourself. You will **not** be evaluated on the basis of how much or the nature of what you disclose about yourself (I want you to honor your boundaries); however, to get the most out of the experience, you are encouraged to challenge yourself and take interpersonal risks.

Attendance & Participation

Students are *required to attend all class sessions*. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor prior to missing the class and provide a specific reason for missing class. Missing one class results in a reduction of a grade. Missing more than one class session in this course *may* necessitate the student to retake the course at another time. You should be an *active member* of this class and it is expected that you will be an *engaged learner*, bringing energy and enthusiasm to every class.

Policy on Late or Unfinished Assignments

Late work is not accepted except in extreme circumstances and with prior permission of instructor. IMPORTANT: A grade of Incomplete (I) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student’s responsibility to notify the instructor immediately.

Inclement Weather Policy

Inclement weather may interfere with class. Always use your best judgment when determining if it is safe to travel. The instructor will notify students of cancellation by 2pm the day of class. Notifications will be made via your WSU email and/or the WSU-R homepage. If class is cancelled due to inclement weather, there will be an online class plan created to cover the content.

IX. COURSE ASSIGNMENTS

#	Assignment	Related Scoring Rubric*	Points Possible	2009 CACREP STANDARDS, SECTION II – PROFESSIONAL IDENTITY, KNOWLEDGE, PART G	2009 CACREP STANDARDS, SCHOOL COUNSELING	2009 CACREP STANDARDS, CLINICAL MENTAL HEALTH	2016 CACREP STANDARDS, SECTION 2 – PROFESSIONAL COUNSELING IDENTITY, COUNSELING CURRICULUM, PART F., 6. GROUP COUNSELING & GROUP WORK	Course Objectives
1	Cengage Mindtap Chapter Readings	1	170	2d; 61 6b 6c 6d 6e	A2, 6, 7; C1, 2, 3, 5; E1, 3, 4; H1,4; I1, 4, 5; K3; L1; M1, 2, 3, 4, 5; O1, 2	A2, 3, 5, 9; C1, 3, 8, 9; D3; E1, 2, 3, 4, 5, 6; G1; I1, 3; K4	6.a, b, c, d, e, f, g	3, 8, 9

2	Cengage Mindtap Chapter Videos & Video Activities (17 x 10 pts. = 170 pts)	1	170	2d; 61 6b 6c 6d 6e	A2, 6, 7; C1, 2, 3, 5; E1, 3, 4; H1,4; I1, 4, 5; K3; L1; M1, 2, 3, 4, 5; O1, 2	A2, 3, 5, 9; C1, 3, 8, 9; D3; E1, 2, 3, 4, 5, 6; G1; I1, 3; K4	6.a, b, c, d, e, f, g	3, 8, 9
3	Cengage Mindtap Chapter Quizzes (17 x 10 pts = 170 pts)	N/A	170	2d; 61 6b 6c 6d 6e	A2, 6, 7; C1, 2, 3, 5; E1, 3, 4; H1,4; I1, 4, 5; K3; L1; M1, 2, 3, 4, 5; O1, 2	A2, 3, 5, 9; C1, 3, 8, 9; D3; E1, 2, 3, 4, 5, 6; G1; I1, 3; K4	6.a, b, c, d, e, f, g	1, 2, 3, 6, 7, 8, 9, 10, 11, 12
4	Group Theory Session delivery*	2	100	6.a	B1; C1, 2, 5; D1, 2, 3; E2; J1, 2; K3; O1, 2	A2; B1; C1; D3, 5, 9; E4, 6; F3; I1, 3; J1	6d	2, 3, 6, 9, 11, 12
5	Special issues Group Proposal –Session Delivery*	3	100	2d; 6a	B1; C2, 5; D1, 2, 3; E1, 2, 3, 4; F1; J1, 2; K3; L1; O1, 2	B1; D3, 5, 9; E1, 2, 3, 4, 5; F3; I1, 3; J1	6d, g	5, 6, 7, 8, 10
6	Weekly Class Group Facilitation	N/A	N/A**	6a, b, d	B1; C1, 2, 3, 5; D1, 2; E1; F1; J1; K3; O1, 2	A2; B1; D3, 5, 9; F3; J1	6d, f	5, 7, 8, 10, 12
7	Group Experience Requirement (10 hours minimum)	N/A	Pass/No Pass	6.e.	C.5., D.1., D.2.	C.3., D.5.	6d, h.	4, 8, 10
	Total		540					

*For all grading rubrics, see p. 13, below **Will be evaluated using the Counseling Skills Scale dispositional assessment

Weekly readings and assignments: All weekly readings and assignments will be found on the MindTap website. Each week, prior to class, you must reading the assigned chapter(s), take the quiz for each chapter, watch the accompanying video and respond to the questions regarding the video.

Assignment 1: Cengage Mindtap Chapter Application Videos & Video Activities (10 points per chapter). Following each chapter reading, there will be a video(s) to watch with questions to answer. You are to watch the videos and respond to the questions *prior* to the day the reading is due.

Assignment 2: Group Theory facilitation, (100 points maximum), due Week 12. Working in pairs, you will identify a group theory and develop a 30 minute group plan and facilitate the plan in class.

- **Part 1** worth 50 points, *Group plan*. The group plan will be based on one of the theories used in the book. You must use a minimum of two additional resources to develop a group plan to facilitate in class. The plan must be written up, utilizing APA format for the cover page and resource page. This will be placed in the D2L site.
- **Part 2** worth 50 points, *Group Facilitation*. As a pair of co-facilitators, you will facilitate your group plan. You will spend 30 minutes leading a group based on your developed plan. You will be graded on your use of theory as well as facilitation skills (listening, process, etc.).

Assignment 3: Special issues in group (100 points maximum), due Week 17. Working in pairs, you will develop a group session based on a particular issue and facilitate a 30 minute group based on that issue.

- **Part 1** worth 50 points, *Group plan*. The group plan will be based on a specific population. You will create a group plan, utilizing a minimum of 2 additional resources. The group plan should be during the Working Stage of group, written up utilizing APA format for cover page, references, etc. This will be placed on the D2L website.
- **Part 2** worth 50 points: As a pair of co-facilitators, you will facilitate your group plan. You will spend 30 minutes leading a group based on your developed plan. You will be graded on your use of theory as well as facilitation skills (listening, process, etc.).

Assignment 4: Quizzes (10 points each). Following each chapter, there is 10-point quiz on MindTap. You are to complete the quiz for each chapter following the reading.

Assignment 5: Group Experience Requirement. You are required to attend a group counseling/therapy experience for 10 hours over the course of the semester (CACREP requirement). This can be done by taking an additional 1 S.H. workshop (CE 595) with Sarah Johnson, or by attending another group in the community, with the approval by the class instructor(s). Documentation of attendance of the group experience is required to complete this course.

X. GRADE SCALE

Percentage	Points	Grade	Percentage	Points	Grade
100-93%	540-502	A	85-79%:	463-426	C
92-86%:	501-464	B	78-72%	425-388	D

Group Theory Facilitation

	21 – 25 points	15 – 20 points	Below 15 points
Group plan – (25 points)	Exceeds all assignment requirements; well-written, APA format, thorough and easy to follow.	Meets all assignment requirements; APA formatted and well-written.	Does not meet all requirements.
Group plan grade			
Counselor skills	Effectively utilizes counseling skills and group process: listening, reflecting, facilitating, and confronting.	Utilizes some counseling skills and recognizes group process.	Does not utilize counseling skills.
Counselor skills grade			
Theory presentation	Provides solid examples of theory and consistently responds from appropriate theoretical perspective.	Utilizes theoretical perspective with some challenges.	Does not reflect theoretical perspective
Theory grade			
Introduction & closure	Excellent introduction and closure—smooth transitions.	Good introduction and closure with adequate transitions.	Poor introductions and closures.
Intro & closure grade			
TOTAL			

Group Special Issues Facilitation

	21 – 25 points	15 – 20 points	Below 15 points
Group plan – (25 points)	Exceeds all assignment requirements; well-written, APA format, thorough and easy to follow.	Meets all assignment requirements; APA formatted and well-written.	Does not meet all requirements.
Group plan grade			
Counselor skills	Effectively utilizes counseling skills and group process: listening, reflecting, facilitating, and confronting.	Utilizes some counseling skills and recognizes group process.	Does not utilize counseling skills.
Counselor skills grade			
Issue	Excellent response to presenting issue and appropriate activity for client needs—developmentally and emotionally.	Responds well to issue and activity meets client needs.	Does not address issue adequately
Theory grade			

Introduction & closure	Excellent introduction and closure—smooth transitions.	Good introduction and closure with adequate transitions.	Poor introductions and closures.
Intro & closure grade			
TOTAL			

XI. TENTATIVE COURSE SCHEDULE

Date	Topic & Reading	CACREP Standards	Objectives	Assignment
Week 1 - Jan. 15	Introduction & Syllabus Review <i>Orientation</i>	CACREP, 2009, Section II, Part G, Standards, 2d, 6.a. & 6.b. CACREP, 2016, Section 2, Part F, Standards 6a,d,f		<i>Group Leadership Skills</i> pre-test (ungraded)
Week 2 - Jan. 22	Introduction to Group Work <i>Chapter 1</i>	CACREP, 2009, Section II, Part G, Standards, 2d, 6a, c, d; School: A2; C5; I1, 4, 5; M1, 3, 4;)1, 2 CMHC: A2, 3, 5; C3, 5, 8; E6; G1; I1 CACREP, 2016, Section 2, Part F, Standards 6a,d,f	3, 10	Read Chapter 1 Quiz Video Activity
Week 3 - Jan. 29	Stages of Groups, Group Process & Therapeutic Forces <i>Chapter 2</i>	CACREP, 2009, Section II, Part G, Standard 2d; 6a, b, c, d; School: C1, 5; M3, 4 CMHC: C3; I3 CACREP, 2016, Section 2, Part F, Standard 6a, b	7, 9	Read Chapter 2 Quiz Video Activity
Week 4 – Feb. 5	Purpose of Groups <i>Chapter 3</i>	CACREP, 2009, Section II, Part G, Standards 6d; School: C2, 5; CMHC: C3; I3	9	Read Chapter 3 Quiz Video Activity
Week 5 - Feb. 12	Planning a group <i>Chapter 4</i>	CACREP, 2009, Section II, Part G, Standards 6d' School: C2; H4; I1, 4, 5; K3; CHMC: I1 CACREP, 2016, Section 2, Part F, Standards 6e	2, 3, 6	Read Chapter 4 Quiz Video Activity
Week 6 - Feb. 19	Getting started <i>Chapter 5</i>	CACREP, 2009, Section II, Part G, Standards 6d. CACREP, 2016, Section 2, Part F, Standard 6e	1, 3, 7	Read Chapter 5 Quiz Video Activity
Week 7 - Feb. 26	Basic Skills for Group leaders Focus <i>Chapters 6 & 7</i>	CACREP, 2009, Section II, Part G, Standards 6b, d; School: C1, 3; E1, 3, 4; O1, 2; CMHC: E1, 2, 3, 5; K4 CACREP, 2016, Section 2, Part F, Standards 6e	1, 2, 3, 6, 7, 8, 9, 10, 12	Read Chapter 6 & 7 Quizzes Video Activities Helper Studios Reflections
Week 8 – Mar. 5	Cutting off and drawing out Rounds & dyads <i>Chapter 8 & 9</i>	CACREP, 2009, School: C3	2, 3, 7, 8, 12	Read Chapter 8 & 9 Quizzes Video Activities
March 11-15	No Class – Spring Break			
Week 9 - Mar. 19	Exercises <i>Chapters 10 & 11</i>	CACREP, 2009, School: M3	1, 2, 3, 7, 8	Read Chapters 10 & 11 Quiz Video Activities
Week 10 – Mar. 26	Middle Stage of a Group <i>Chapter 12</i>		2, 6, 7, 8, 10	Read Chapter 12 Quiz Video Activity
Week 11 - Mar. 27	Counseling theories <i>Chapter 13</i> Student facilitation	CACREP, 2009, Section II, Part G, Standards 6c; School: I1, 5; CHMC: C1; E3; G1. CACREP, 2016, Section 2, Part F, Standards 6a CACREP, 2009, Section II, Part G, Standards 2d; 6a; School: B1; C1, 2,, 5; D1, 2, 3; E2; J1, 2; K3; O1, 2; CMHC: A2; B1; C1; D3, 5, 9; E 4, 6; F3; I1, 3; J1; CACREP, 2016, Section 2, Part F, Standards 6a	3, 6, 7, 8, 10, 11	Read Chapter 13 Quiz Video Activity Facilitation using theory
Week 12 - April 2	Counseling & therapy in groups <i>Chapter 14</i>	CACREP, 2009, Clinical Mental Health Counseling Standard A2, 3, 5, 9; C1, 3, 5, 8, 9; D3; E3, 6; G1; I1, 3 CACREP, 2016, Section 2, Part F, Standard 6f	3, 6, 7, 8, 10	Read Chapter 14 Quiz Video Activity
Week 13 - April 9	Closing a group <i>Chapter 15</i>		5, 6, 7, 8, 10	Read Chapter 15 Quiz Video Activity
Week 14 - April 16	Problem situations <i>Chapter 16</i>	CACREP, 2009, School Counseling Standards: H4; M2, 3, 5; CMHC: A9.	5, 6, 7, 8, 10	Read Chapter 16 Quiz Video activity <i>Group Leadership Skills</i> post-test (ungraded)

Week 15 - April 23	Specific populations <i>Chapter 17</i>	CACREP, 2009, School Counseling Standards: A2, 6; C1, 5; E1, 3, 4; I5; M1, 2, 3, 4, 5; CMHC: A3, 9; C1, 3, 5, 8; D2, 3; E1, 2, 4, 5; K4 CACREP, 2016, Section 2, Part F, Standards 6f, g	1, 2, 3, 6, 7, 8, 10, 11, 12	Read Chapter 17 Quiz Video activity
Week 16 - April 30	<i>Student facilitation</i>	CACREP, 2009, Section II, Part G, Standards 2d; 6a; School: B1; C2, 5; D1, 2, 3; E1, 2, 3, 4; F1; J1, 2; K3; O1, 2; CMHC: B1; D2, 3, 5, 9; E1, 2, 3, 4, 5; F3; I1, 3; J1; CACREP, 2016, Section 2, Part F, Standards 6d, g		<i>Specific group facilitation</i>

APPENDIX A: UNIVERSITY EXPECTATIONS & RESOURCES, COURSE POLICIES, & STUDENT NOTICES

A. University Expectations and Resources

Diversity Statement: This is meant to be a safe, welcoming, and inclusive classroom environment for students of all races, ethnicities, sexual orientations, gender identities/variances, ages, religions, economic classes, and ability statuses. As such, you will be encouraged and challenged to use language and basic counseling techniques that are respectful, inclusive, representative and culturally appropriate.

Academic Integrity: Students are expected to practice professionalism and academic integrity in all assignments and class discussions. This includes but is not limited to treating other students and the professor respectfully, engaging in meaningful class discussions, thinking and writing critically and thoughtfully, creating original works, and citing all resources using APA format. Plagiarism will result in loss of credit for this course, and further consequences may result from the university system. The collegiate policy on plagiarism and cheating is outlined in the Student Handbook. It is your responsibility to be aware of this policy. You can also find it online at:

<http://www.winona.edu/sld/academicintegrity.asp>

Electronic Device Notice: As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic devices that make any noise.

Laptop/PDA Policy: Excluding students with a documented disability, the use of laptops and PDAs in class is prohibited without prior permission of the instructor.

Class Visitor Policy: Due to the clinical nature of this course in this curriculum, visitors of any age are not allowed without prior permission of the instructor.

E-mail Policy: You are assigned a university e-mail account that will be used by professors. Students should make every effort to get to know their account and check it regularly.

Accommodations: Students with documented disabilities who may need accommodations, who have any medical emergency information the instructor should know of, or who need special arrangements in the event of an evacuation, should make an appointment with the instructor as soon as possible, no later than the 1st week of the term. According to Section 504 of the Rehabilitation Act of 1973, students with disabilities have the right to receive necessary reasonable accommodations and support services to allow equal access at Winona State University. If you have a disability that requires accommodations, you are eligible for support through access services, found at <http://www.winona.edu/accessservices/gettingstarted.asp>.

Commitment to Inclusive Excellence: WSU recognizes that our individual differences can deepen our understanding of one another and the world around us, rather than divide us. In this class, people of all ethnicities, genders and gender identities, religions, ages, sexual orientations, disabilities, socioeconomic backgrounds, regions, and nationalities are strongly encouraged to share their rich array of perspectives and experiences. If you feel your differences may in some way isolate you from WSU's community or if you have a need of any specific accommodations, please speak with the instructor early in the semester about your concerns and what we can do together to help you become an active and engaged member of our class and community. Campus resources for students:

<http://www.winona.edu/diversity/estatement.asp>

B. Graduate Student Resources

General Information: Academic calendar, forms and other procedures for graduate students can be found at

<http://www.winona.edu/gradstudies/currentstudents.asp>

WSU-Rochester Student & Campus Services, UCR Room SS128, 285-7100, (www.winona.edu/rochester/):

RCTC Counseling Center, UCR Room SS133; 285-7260 (www.rctc.edu/counseling_career_center/)

UCR Learning Center, UCR Room AT306; 285-7182

Counseling Services: Graduate school can be very stressful. Counselors are available in Winona and through partnership with RCTC on the UCR campus to help you with a wide range of difficulties.

WSU counselors in Winona are located in the Integrated Wellness Complex 222 and they can be reached at 457-5330. The RCTC Counseling Center is located in SS 133 and can be reached at 285-7260.

Other Support Services: WSU-Rochester Student & Campus Services Office and the WSU Inclusion and Diversity Office are dedicated to helping students of all races, ethnicities, economic backgrounds, nationalities, and sexual orientations. They offer tutoring and a wide range of other resources.

The WSU-R Student & Campus Services Office is located in Room SS128 on the UCR campus and can be reached at 285-7100. The WSU Inclusion & Diversity Office is located in Kryzsko Commons Room 122, and they can be reached at 457-5595. Information about the *KEAP Center*, dedicated to supporting diversity on campus, can be found here: <http://www.winona.edu/diversity/22.asp>.

UCR Learning Center – Rochester: For help with writing and the development of papers on the WSU-Rochester campus, contact personnel in AT306 or call 285-7182.

Writing Center - Winona: The Writing Center offers free, individualized instruction in all forms and disciplines during any stage of writing, reading, or research. Call 507.457.5505 for an appointment. Walk-ins also welcome.

Student Grievances: Students are encouraged to speak directly with instructors when concerns arise. When issues cannot be resolved between the student and the instructor, students have the right to due process. Such complaint procedures are available online at: <http://www.winona.edu/sld/studentgrievance.asp>