

Spring 2017

## 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 2017, 3 S.H.



|                                   |  |
|-----------------------------------|--|
| <b>Course Location</b>            | This class meets weekly, face-to-face, on Tuesday evenings from 5:00— 8:00 PM, at the WSU-Rochester Broadway Building 317, 3 <sup>rd</sup> floor of the historic Riverside Building on the corner of 4 <sup>th</sup> Street SE and South Broadway. |
| <b>Instructors</b>                | Robin Saner, M.S., LSC, & Mitch Moore, PhD, LADC   |
| <b>Instructor Email and Phone</b> | <a href="mailto:rsaner@winona.edu">rsaner@winona.edu</a> 507-285-7581; <a href="mailto:mmoore@winona.edu">mmoore@winona.edu</a> 507-529-6118   |
| <b>Program Website</b>            | <a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a>  |
| <b>Instructor Office Location</b> | Rochester Broadway Building 3 <sup>rd</sup> floor office complex   |
| <b>Instructor Office Hours:</b>   | <b>Robin:</b> Mondays, 3:00–5:00 PM, Tuesdays, 1:00–5:00 PM, Wednesdays, 3:00–5:00 PM, & Thursdays 10:00 AM–Noon, or as arranged. <b>Mitch:</b> Wednesdays Noon–4:00 PM (Rochester) & Thursdays Noon–4:00 PM (Winona), 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

**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

- Corey, M.S., Corey, G., & Corey, C. (2018). *Groups: Process and Practice, Tenth edition*. Boston: Cengage Learning. **-OR-**
- Corey, M.S., Corey, G., & Corey, C. (2014). *Groups: Process and Practice, Ninth edition*. Boston: Cengage Learning.
- Additional course 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

| CACREP 2009 Standards   | Location of evaluation for CACREP Standard                   |  |  |   |                                    |  |
|---|--|--|--|---|------------------------------------|--|
|   | Assignment 1:<br>Group Dynamics<br>form & Group<br>Agreement | Assignment 2:<br>Comprehensive<br>Group Proposal | Assignment 3:<br>Comprehensive<br>Group Proposal<br>Session Delivery | Assignment 4:<br>Group<br>Participation<br>& Leadership<br>Skills | Ass. 5:<br>Text<br>Exams I<br>& II | Assignment 6.:<br>Group<br>Experience<br>Requirement |
| <b>SECTION II – PROFESSIONAL IDENTITY, KNOWLEDGE, PART G</b><br>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: |  |  |  |   |                                    |  |
| 6.a. principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work;   | x  | x  |  | x   | x                                  |  |
| 6.b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles; theories of group counseling, including commonalties, distinguishing characteristics, and pertinent research and literature;                                |  | x  | x  | x   | x                                  |  |
| 6.c. theories of group counseling, including commonalties, distinguishing characteristics, and pertinent research and literature;   |  | x  |  |   | x                                  |  |

|   |  |   |  |  |                              |  |
|---|--|---|--|--|------------------------------|--|
| 6.d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;                                | x  | x   | x  |  | x                            |  |
| 6.e. 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.            |  |   | x  | x  |                              | x  |
| <b>CACREP 2009 School Counseling Standards</b>  | <b>Location of evaluation for CACREP Standard</b>      |   |  |  |                              |  |
|   | Assignment 1:<br>Group Dynamics form & Group Agreement | Assignment 2:<br>Comprehensive Group Proposal | Assignment 3:<br>Comprehensive Group Proposal Session Delivery | Assignment 4:<br>Group Participation & Leadership Skills | Ass. 5:<br>Text Exams I & II | Assignment 6.:<br>Group Experience Requirement |
| <b>COUNSELING, PREVENTION AND INTERVENTION</b><br><b>C. KNOWLEDGE</b><br>C1. Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. |  | x   | x  |  | 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.   | x  | x   | x  | x  | x                            | x  |
| <b>D. SKILLS AND PRACTICES</b><br>D1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms                                    |  |   | x  | x  |                              | x  |
| D2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.   |  |   | x  | x  |                              | x  |

| CACREP 2009 Clinical Mental Health Counseling Standards  | Location of evaluation for CACREP Standard             |   |  |  |                              |  |
|--|--|---|--|--|------------------------------|--|
|  | Assignment 1:<br>Group Dynamics form & Group Agreement | Assignment 2:<br>Comprehensive Group Proposal | Assignment 3:<br>Comprehensive Group Proposal Session Delivery | Assignment 4:<br>Group Participation & Leadership Skills | Ass. 5:<br>Text Exams I & II | Assignment 6.:<br>Group Experience Requirement |
| <b>COUNSELING, PREVENTION AND INTERVENTION</b>   |  |   |  |  |                              |  |
| <b>C. KNOWLEDGE</b>  |  |   |  |  |                              |  |
| C. 3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).   | X  | X   | X  | X  | X                            | X  |
| <b>D. Skills &amp; Practices</b>   |  |   |  |  |                              |  |
| D. 5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling. |  |   | X  | X  |                              | X  |

| CACREP 2016 Standards   | Location of evaluation for CACREP Standard             |   |  |  |                              |  |
|---|--|---|--|--|------------------------------|--|
|   | Assignment 1:<br>Group Dynamics form & Group Agreement | Assignment 2:<br>Comprehensive Group Proposal | Assignment 3:<br>Comprehensive Group Proposal Session Delivery | Assignment 4:<br>Group Participation & Leadership Skills | Ass. 5:<br>Text Exams I & II | Assignment 6.:<br>Group Experience Requirement |
| <b>SECTION 2 – PROFESSIONAL COUNSELING IDENTITY, COUNSELING CURRICULUM, PART F., 6. GROUP COUNSELING &amp; GROUP WORK</b> |  |   |  |  |                              |  |
| 6. a. theoretical foundations of group counseling and group work  |  | X   |  |  | X                            |  |
| 6.b. dynamics associated with group process and development   | X  | X   |  |  | X                            |  |
| 6.c. therapeutic factors and how they contribute to group effectiveness   |  | X   |  |  | X                            | X  |
| 6.d. characteristics and functions of effective group leaders   |  | X   | X  | X  | X                            | X  |

|   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|
| 6.e. approaches to group formation, including recruiting, screening, and selecting members  | x | x |   |   | x |   |
| 6.f. types of groups and other considerations that affect conducting groups in varied settings  |   | x |   |   | x |   |
| 6.g. ethical and culturally relevant strategies for designing and facilitating groups   |   | x |   |   | 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 |   |   | x | x |   | 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 | Group Dynamics Client Handout & Group Agreement Form                             | 1                       | 50               | 6.a., 6.d.   | C.5.                                     | D.5.  | 6.b., 6.c.  | 3, 8, 9                         |
| 2 | Comprehensive Group Proposal, Manual, & Advertisement                            | 2                       | 150              | 6.a., 6.b., 6.c., 6.d.   | C.1., C.5.                               | C.3.  | 6.a., 6.b., 6.c., 6.d., 6.e., 6.f., 6.g.  | 2, 3, 6, 9, 11, 12              |
| 3 | Comprehensive Group Proposal –Session Delivery                                   | 3                       | 50               | 6.b., 6.d., 6.e.   | C.1., C.5., D.1., D.2.                   | C.3., D.5.                                    | 6.d., 6.h.  | 5, 6, 7, 8, 10                  |
| 4 | Group Participation & Leadership Skills Self-Assessment & Final Reflection Paper | 4                       | 25               | 6.a., 6.b., 6.e.   | C.1., D.1., D.2.                         | C.3., D.5.                                    | 6.d., 6.h.  | 5, 7, 8, 10                     |
| 5 | Exams<br>(2 x 50 points each = 100 pts)  | N/A                     | 100              | 6.a., 6.b., 6.c., 6.d.   | C.1., C.5.                               | C.3.  | 6.a., 6.b., 6.c., 6.d., 6.e., 6.f., 6.g.  | 1, 2, 3, 6, 7, 8, 9, 10, 11, 12 |
| 6 | Group Experience Requirement (10 hours minimum)                                  | N/A                     | Pass/<br>No Pass | 6.e.   | C.5., D.1., D.2.                         | C.3., D.5.                                    | 6.c., 6.d., 6.h.  | 4, 8, 10                        |
| Σ | <b>Total</b>   |                         | <b>375</b>       |  |  |   |   |                                 |

\*For all scoring rubrics, see **Appendix B**

**Assignment 1: Group Dynamics Client Handout & Group Agreement Form, (50 points maximum), due Week 4:** Working in pairs, you will create a 2-4 page *Group Dynamics and Group Agreement Form* client handout for your prospective therapy or support group to accompany Group Proposal (see Assignments 2, below).

- **Part 1** worth 25 points, *Group Dynamics*, should introduce clients to the group and provide a brief description and the purpose of the group—how group “works,” what they can expect, how to interact, client expectations, staff obligations, and so forth.
- **Part 2** worth 25 points, *Group Agreement/Informed Consent Form*, will consist of a group agreement (i.e., participant contract) and should include the essential components outlining the rules and behavioral expectations of group members. (See *TIP 41*, pp. 151-152: Appendix C, *Sample Group Agreement*, & pp. 69-73, *Examples of Agreements*.) You will create an informed consent form for you and your participants to sign. Include the pros and cons of group participation, and the expectations and responsibilities of both group members and you, the leader. Clarify what clients can expect to happen in the group, the style of group work, boundaries of your availability outside of group. Note the limits of confidentiality, and the limits of your ability to enforce strict confidentiality either in inpatient settings, or in groups in general. Include fees, and how they will be paid. Those designing groups for minors or persons under conservatorship will create two informed consent forms--one for the legally responsible party, and a version, which respects the intellectual capacity of the potential group participant.

Each student will briefly present their handout to the class and turn in a hard copy to the instructor. (Objectives: 3, 8, 9; 2009 CACREP Standards: II.G.6.a.,6.d.; Clinical Mental Health Counseling D.5.; School Counseling C.5.; 2016 CACREP Standards Section 2, Part F, 6.b., 6.c.)

**Assignment 2: Comprehensive Group Proposal, Manual, and Advertisement (150 points maximum), due Week 13:**

There are three specific components to this assignment, and it will require you to work in the same pairs from Assignment #1. You will create a proposal, manual, and corresponding advertisement for a psychoeducational group that you might facilitate one day. Imagine that you are working for a school or agency and would like your supervisor to approve and support the design, development, and implementation of a new group offering. See Chapters 5, 10, & 11 in *Groups: Process & Practice*, Developing a Proposal for a Group. (Objectives: 2, 3, 6, 9, 11, 12; 2009 CACREP Standards: II.G.6.a., 6.b., 6.c., 6.d.; Clinical Mental Health Counseling C.3.; School Counseling C.1, C.5.; 2016 CACREP Standards Section 2, Part F, 6.a., 6.b., 6.c., 6.d., 6.e., 6.f., 6.g.)

**Part 1:** Students will write a proposal for the group using the follow guidelines.

**Introduction Section**

- Introduce the type of group you have chosen. Include a very brief literature review (3 to 5 references) relevant to the population you are going to offer this group for, or the need area you are going to address. What does the professional say about this specific group, or need?
- Rationale: Why is the type of group you are designing the one you've chosen?
- What ethical concerns, if any, specific to this type of group and population do you envision arising? How will you address these ethical concerns?

**Method Section**

- Population: Who are you targeting as group members (age, gender/multicultural considerations)? How you will inform potential group member of the availability of this group (think of promotion and recruitment, and also consider Part 3 of this assignment). What developmental issues might be addressed by this group? Why is group an appropriate option for this population?
- The Counselors: Include a short description of who the counselors will be and their credentials/qualifications
- Prescreening Plans: How will you screen potential member for this group? Would a pre-group orientation session be useful for this type of group?
- Informed Consent: Modify **Assignment 1** to fit your proposed group.
- Structure: For how long will the group meet? How long will each session be?
- Practicalities: Please detail group room needs, materials or equipment needed, and so on.
- Group Leadership: What will be your leadership approach? When possible, cite theory and research to support your choices.

**Results and Discussion**

- Evaluation: How will you assess group outcomes? How will you assess group dynamics or process along the way? Please include at least one formal instrument from group literature.
- Closure/Termination/Aftercare/Referrals: How you will structure the ending of your group and what follow-up or referral, if any, would you offer or recommend (your group Session 5)?

**Part 2:** Students will design a group counseling manual for their proposed group. It will consist of guidelines for conducting your proposed group and will include five session plans. For each session plan, provide a group topic outline with goals, objectives, activities, materials, and process questions.

**Part 3:** Students will craft a one-page advertisement (both a press release and a poster or brochure) for the group, which should contain: timeframe: dates, day(s) of week, and hours; location; subject matter/purpose/focus; facilitator and qualifications, including license(s) and license #'s; contact information; cost/fees & payment; and so forth. Be creative.

**Assignment 3: Comprehensive Group Proposal—Session Delivery (50 points maximum), due Weeks 14 & 15**

Each student pair will briefly (10-15 minutes) present their proposal (Assignment 2) to the class, and turn in a hard copy to the instructor. Then, you will have approximately 40 minutes to facilitate a group session from their proposal demonstrating facilitation skills, group development, pacing, process illumination, etc. Please see rubric for



requirements. (Objectives: 5, 6, 7, 8, 10; 2009 CACREP Standards: II.G.6.b., 6.d., 6.e.; Clinical Mental Health Counseling C.3., D.5.; School Counseling C.1., C.5., D.1., D.2.; 2016 CACREP Standards Section 2, Part F, 6.d., 6.h.)

**Assignment 4: Group Participation & Leadership Skills Self-Assessment & Final Reflection Paper (25 points maximum), due Weeks 15 & 16**

This course includes many opportunities for discussion, participation, and experiential learning. Participants are required to take risks by engaging in group role-plays and simulations, both as group leaders and group members. For our own comfort and emotional safety, we will establish group ground rules in class and abide by them throughout the semester. Each student will be required to facilitate sessions of an in-class experiential group. Your performance will be in the grade for this assignment.

This assignment consists of 3 parts: *Leadership Skills Questionnaire* pre- and post-test, and a brief *Final Reflection Paper*. Points are given for this based on taking the pre- and post- *Leadership Skills Questionnaire* (not the score, but the actual completion), and brief (2-page) *Final Reflection Paper* of your group experiences as both a participant and leader.

As is the case with all courses offered through this program, we will act respectfully toward one another as we strive toward further professional and educational development. Any concerns about ethical or cultural issues that may arise should be discussed openly in class or privately with the instructor. (Objectives: 5, 7, 8, 10; 2009 CACREP Standards: II.G.6.a., 6.b., 6.e.; Clinical Mental Health Counseling C.3., D.5.; School Counseling C.5., D.1., D.2.; 2016 CACREP Standards Section 2, Part F, 6.d., 6.h.)

**Assignment 5: Exams (2 x 50 points each = 100 pts)**

Each exam will consist of multiple choice, True/False, and/or short essay questions from the course text, *Groups: Process and Practice*.

- Exam I, Week 7, 25 pts., covers chapters 1-6;
- Exam II, Week 16, 25 pts., covers chapters 7-11.

(Objectives: 1, 2, 3, 6, 7, 8, 9, 10, 11, 12; 2009 CACREP Standards: II.G.6.a., 6.b., 6.c., 6.d.; Clinical Mental Health Counseling C.3.; School Counseling C.1, C.5.; 2016 CACREP Standards Section 2, Part F, 6.a., 6.b., 6.c., 6.d., 6.e., 6.f., 6.g.)

**Assignment 6: Group Experience Requirement**

Students are required to attend a Group Counseling or Psychotherapy 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. (Objectives: 4, 8, 10; 2009 CACREP Standards: II.G. 6.e.; Clinical Mental Health Counseling C.3., D.5.; School Counseling C.5., D.1., D.2.; 2016 CACREP Standards Section 2, Part F, 6.c., 6.d., 6.h.)

**X. GRADE SCALE**

| Percentage | Points  | Grade | Percentage | Points  | Grade |
|------------|---------|-------|------------|---------|-------|
| 100-93%    | 375-348 | A     | 85-79%     | 321-296 | C     |
| 92-86%     | 347-322 | B     | 78-72%     | 297-270 | D     |

## XI. TENTATIVE COURSE SCHEDULE

| Date                                | Topic & Reading  | CACREP Standards  | Objectives                   | Assignment   |
|-------------------------------------|--|---|------------------------------|--|
| Week 1 - Jan. 10<br>Mitch & Robin   | Introduction & Syllabus Review<br><i>Orientation</i>   | CACREP, 2009, Section II, Part G, Standards, 6.a. & 6.b.<br>CACREP, 2016, Section 2, Part F, Standards 6.d. & 6.f.  |                              | <b>Assignment 4, Part 1 due: Group Leadership Skills pre-test</b>  |
| Week 2 - Jan. 17<br>Mitch           | Introduction to Group Work<br><i>Corey Chapter 1</i>   | CACREP, 2009, Section II, Part G, Standard 6.a.<br>CACREP, 2016, Section 2, Part F, Standards 6.f. & 6.g.   | 3, 10                        |  |
| Week 3 - Jan. 24<br>Mitch           | The Group Counselor<br><i>Corey Chapter 2</i>  | CACREP, 2009, Section II, Part G, Standard 6.b.<br>CACREP, 2016, Section 2, Part F, Standard 6.d.   | 7, 9                         |  |
| Week 4 - Jan. 31<br>Mitch           | Ethical and Legal Issues<br><i>Corey Chapter 3</i>   | CACREP, 2009, Section II, Part G, Standards 6.c. & 6.d.<br>CACREP, 2016, Section 2, Part F, Standards 6.g. & 6.h.   | 9                            | <b>Assignment 1 due</b>  |
| Week 5 - Feb. 7<br>Mitch            | Forming a Group<br><i>Corey Chapter 5</i><br><br>Initial Stage of a Group<br><i>Corey Chapter 6</i>  | CACREP, 2009, Section II, Part G, Standards 6.a. & 6.d.<br>CACREP, 2016, Section 2, Part F, Standards 6.a., 6.b., 6.d. & 6.e.<br>CACREP, 2009, Section II, Part G, Standards 6.a. 6.b., & 6.d.<br>CACREP, 2016, Section 2, Part F, Standards 6.a., 6.b., & 6.d. | 2, 3, 6<br><br>2, 3, 8, 12   |  |
| Week 6 - Feb. 14<br>Robin           | Theories & Techniques<br><i>Corey Chapter 4</i>  | CACREP, 2009, Section II, Part G, Standards 6.c. & 6.d.<br>CACREP, 2016, Section 2, Part F, Standard 6.a. & 6.d.  | 1, 3, 7                      |  |
| Week 7 - Feb. 21<br>Robin/Online    | Exam I<br><i>Chapters 1-6</i>  | CACREP, 2009, Section II, Part G, Standards 6.a., 6.b., 6.c., & 6.d.<br>CACREP, 2016, Section 2, Part F, Standards 6.a., 6.b., 6.d., 6.e., 6.f., 6.g. & 6.h.,   | 1, 2, 3, 6, 7, 8, 9, 10, 12  | <b>Assignment 5, Part 1 due: Exam I</b> (D2L Course page)  |
| Week 8 - Feb. 28<br>Robin           | Transition Stage of a Group<br><i>Corey Chapter 7</i>  | CACREP, 2009, Section II, Part G, Standards 6.a. 6.b., & 6.d.<br>CACREP, 2016, Section 2, Part F, Standard 6.a., 6.b. & 6.d.  | 2, 3, 7, 8, 12               |  |
| <b>Week 9 - Mar. 7</b>              | <b>No Class – Spring Break</b>   |   |                              |  |
| Week 10 - Mar. 14<br>Robin          | Working Stage of a Group<br><i>Corey Chapter 8</i>   | CACREP, 2009, Section II, Part G, Standards 6.a. 6.b., & 6.d.<br>CACREP, 2016, Section 2, Part F, Standards 6.a., 6.b., 6.c. 6.d. & 6.g.  | 1, 2, 3, 7, 8                |  |
| Week 11 – Mar. 21<br>Mitch          | Final Stage of a Group<br><i>Corey Chapter 9</i>   | CACREP, 2009, Section II, Part G, Standards 6.a. 6.b., & 6.d.<br>CACREP, 2016, Section 2, Part F, Standard 6.a., 6.b. & 6.d.  | 2, 6, 7, 8, 10               |  |
| Week 12 - Mar. 28<br>Robin          | Groups in School Settings<br><i>Corey Chapter 10</i>   | CACREP, 2009, School Counseling Standards C.1. & C.5.<br>CACREP, 2016, Section 2, Part F, Standards 6.e. & 6.f.   | 3, 6, 7, 8, 10, 11           |  |
| Week 13 - April 4<br>Mitch          | Groups in Community Settings<br><i>Corey Chapter 11</i>  | CACREP, 2009, Clinical Mental Health Counseling Standard C.3.<br>CACREP, 2016, Section 2, Part F, Standard 6.e.   | 3, 6, 7, 8, 10               | <b>Assignment 2 due</b>  |
| Week 14 - April 11<br>Mitch & Robin | Presentations<br>Each pair will have approximately 40 minutes to facilitate a group session from their proposal demonstrating facilitation skills, group development, pacing, process illumination, etc. Please see rubric for requirements. | CACREP, 2009, School Counseling Standards D.1. & D.2.; Clinical Mental Health Counseling Standard D.5.<br>CACREP, 2016, Section 2, Part F, Standards 6.d. & 6.h.  | 5, 6, 7, 8, 10               | <b>Assignment 3 due – Pairs 1 &amp; 2</b>  |
| Week 15 - April 18<br>Mitch & Robin | Presentations  | CACREP, 2009, School Counseling Standards D.1. & D.2.; Clinical Mental Health Counseling Standard D.5.<br>CACREP, 2016, Section 2, Part F, Standards 6.d. & 6.h.  | 5, 6, 7, 8, 10               | <b>Assignment 3 due – Pairs 3 &amp; 4</b><br><b>Assignment 4, Part 2 due: Group Leadership Skills post-test</b>            |
| Week 16 - April 25<br>Online        | Exam II<br><i>Chapters 7 - 11</i>  | CACREP, 2009, Section II, Part G, Standards 6.a., 6.b., & 6.d.; School Counseling Standards C.1. & C.5.; Clinical Mental Health Counseling Standard C.3.<br>CACREP, 2016, Section 2, Part F, Standards 6.a., 6.b., 6.c., 6.d., 6.e., 6.f., & 6.g                | 1, 2, 3, 6, 7, 8, 10, 11, 12 | <b>Assignment 5, Part 2 due: Exam II</b> (D2L Course page)<br><b>Assignment 4, Part 3 due: Group Experience Reflection</b> |

## 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/](http://www.winona.edu/rochester/)):  
RCTC Counseling Center, UCR Room SS133; 285-7260 ([www.rctc.edu/counseling\\_career\\_center/](http://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>

**APPENDIX B: ASSIGNMENT RUBRICS**

**RUBRIC 1. ASSIGNMENT 1: GROUP DYNAMICS CLIENT HANDOUT & GROUP AGREEMENT FORM (50 PTS Max.)**

**GROUP DYNAMICS CLIENT HANDOUT (25 PTS)**

| <i>Points Possible</i> | <i>Description</i>  | <i>Points Received</i> |
|------------------------|---|------------------------|
| 0-7 points             | Assignment not handed in or submitted more than one week late; little or no components completed, illegible, and/or minimal effort.       |                        |
| 8-14 points            | Assignment late and/or several components omitted. Handout is illegible and/or several grammar or spelling inaccuracies/ inconsistencies. |                        |
| 15-19 points           | Assignment completed on time. Most components included. Handout is legible with some grammar or spelling inaccuracies/ inconsistencies.   |                        |
| 20-25 points           | Assignment completed on time. All components included. Handout is legible and grammar/spelling accurate.                                  |                        |

**GROUP AGREEMENT FORM (25 PTS Max.)**

| <i>Points Possible</i> | <i>Description</i>   | <i>Points Received</i> |
|------------------------|--|------------------------|
| 0-7 points             | Assignment not handed in or submitted more than one week late; little or no components completed, illegible, and/or minimal effort.    |                        |
| 8-14 points            | Assignment late and/or several components omitted. Form is illegible and/or several grammar or spelling inaccuracies/ inconsistencies. |                        |
| 15-19 points           | Assignment completed on time. Most components included. Form is legible with some grammar or spelling inaccuracies/inconsistencies.    |                        |
| 20-25 points           | Assignment completed on time. All components included. Form is legible and grammar/spelling accurate.                                  |                        |

**RUBRIC 2. ASSIGNMENT 2: COMPREHENSIVE GROUP PROPOSAL, MANUAL, & ADVERTISEMENT (150 PTS. MAX.)**

|   |   |   |  |   |
|---|---|---|--|---|
|   | <b>8-10 points</b>  | <b>5-7 points</b>   | <b>2-4 points</b>  | <b>0-1 points</b>   |
| <b>Grammar/ Spelling/APA Format</b>                           | Excellent writing. Grammar, spelling, and APA format were all appropriate throughout the paper.   | Good writing. Some errors (five or less) in grammar, spelling, and APA format present.  | Poor writing. Numerous errors (more than five) in grammar, spelling, and APA format were present.  | Limited effort given on paper. Lack of effort provided in grammar, spelling, and APA format.                          |
|   | <b>8-10 points</b>  | <b>5-7 points</b>   | <b>2-4 points</b>  | <b>0-1 points</b>   |
| <b>References</b>   | Includes 4-5 academic sources, which were appropriately cited and referenced.   | Includes 3 academic sources, which were appropriately cited and referenced.   | Less than 3 sources and/or sources not academically sound or not appropriately cited or referenced.  | No academic references were cited.  |
|   | <b>15-20 points</b>   | <b>10-14 points</b>   | <b>5-9 points</b>  | <b>0-4 points</b>   |
| <b>Organization</b>   | The paper is 10-15 pages of text double-spaced, 12 pt. font, etc. (i.e., APA format). Paper is easy to read, and transition sentences, headings, & subheadings are used throughout.                                     | The paper is 7-10 pages of text following APA format. Paper is somewhat easy to read and some transition sentences, headings, & subheadings were used.                  | The paper is 5-6 pages of text, mostly following APA format. Or, paper is difficult to read, and use of transition sentences, headings, or subheadings were limited. | The paper is less than 5 pages in length. Lack of effort provided.  |
|   | <b>15-20 points</b>   | <b>10-14 points</b>   | <b>5-9 points</b>  | <b>0-4 points</b>   |
| <b>Introduction</b>   | All components included; Rationale for group clearly supported by the literature. Potential ethical concerns were addressed.  | Some components were included; rationale was somewhat supported by the literature. Potential ethical concerns were briefly discussed.                                   | Introduction was provided but was limited in depth. Rationale was not supported by the literature, and potential ethical concerns were not adequately addressed.     | Introduction was not provided or limited effort present.  |
|   | <b>23-30 points</b>   | <b>15-22 points</b>   | <b>7-14 points</b>   | <b>0-6 points</b>   |
| <b>Methods</b>  | All components included; description of the group is comprehensive; issues of administration (co-leadership, screening, evaluation, and termination procedures, etc.) and cultural awareness are sufficiently addressed | Several components were included and were adequately addressed.   | Some components were included; however, the components were limited in discussion and/or not adequately addressed.   | Very few of the components were included. Little effort provided when discussing the components.                      |
|   | <b>15-20 points</b>   | <b>10-14 points</b>   | <b>5-9 points</b>  | <b>0-4 points</b>   |
| <b>Results and Discussion</b>                                 | All components included. Evaluation, closure, and termination were all adequately discussed. One formal instrument for evaluation was provided from the group literature.   | Several of the components were included. Evaluation, closure, and termination were briefly discussed (lacked depth). One formal instrument for evaluation was included. | Some of the components were included. Limited discussion related to evaluation, closure, and termination provided. Or, did not include an evaluation instrument.     | No effort provided; evaluation, closure and termination were not discussed. Did not include an evaluation instrument. |
|   | <b>15-30 points</b>   | <b>10-14 points</b>   | <b>5-9 points</b>  | <b>0-4 points</b>   |
| <b>Manual - Group session plans</b>                           | Paper included a minimum of 5 session plans. All session plans were comprehensive and related to the group topic.   | Paper included a minimum of 5 session plans. Some of the session plans did not directly relate to the group topic, or were less than comprehensive.                     | Paper included less than 5 session plan and/or most of the session plans were not comprehensive and/or were less than comprehensive                                  | Limited effort provided on session plans.   |
|   | <b>8-10 points</b>  | <b>5-7 points</b>   | <b>2-4 points</b>  | <b>0-1 points</b>   |
| <b>Advertisement (Press Release &amp; Poster or Brochure)</b> | Both advertisements Include all suggested content, are creative, attractive, & comprehensive.   | One or both advertisements Included most but not all suggested content. Both were creative, attractive, & comprehensive.  | One or both advertisements did not Include most suggested content, and/or were not creative, attractive, &/or comprehensive.   | Limited effort provided on advertisements, or did not included both advertisements.                                   |

**RUBRIC 3. ASSIGNMENT 3: COMPREHENSIVE GROUP PROPOSAL SESSION DELIVERY (50 PTS. Max.)**

|                           |  |  |  |
|---------------------------|--|--|--|
|                           | <b>8-10 points</b>   | <b>5-7 points</b>  | <b>0-4 points</b>  |
| <b>Co-Leadership</b>      | All leaders were actively involved in the lesson, engaged the audience, and managed member dynamics. | Leaders were somewhat involved in the lesson, had some difficulties engaging the audience as well as managing member dynamics. | Leaders were disengaged and had difficulties engaging the audience and managing member dynamics. |
|                           | <b>8-10 points</b>   | <b>5-7 points</b>  | <b>0-4 points</b>  |
| <b>Introduction</b>       | Objectives were clearly stated; purpose of the lesson was defined.                                   | Objectives were somewhat confusing; purpose of lesson was somewhat clear.  | Objectives were unclear or not provided. Purpose of lesson was unclear or not provided.          |
|                           | <b>15-20 points</b>  | <b>9-14 points</b>   | <b>0-8 points</b>  |
| <b>Activity</b>           | The groups activity was related to the topic of the lesson and engaged all class participants.       | The activity was somewhat related to the lesson; did not fully class participants.   | The activity was not related to the lesson and/or did not engage class participants.             |
|                           | <b>8-10 points</b>   | <b>5-7 points</b>  | <b>0-4 points</b>  |
| <b>Closure/Evaluation</b> | Process questions were specific; effectiveness of lesson was assessed.                               | Process questions were somewhat specific; effectiveness of lesson was not fully assessed.                                      | Process questions were not provided, and/or effectiveness of lesson was not assessed.            |

**Rubric 4: Assignment 4: Group Participation & Leadership Skills Self-Assessment & Final Reflection Paper (25 PTS Max.)**

| <b>Points Possible</b> | <b>Description</b>  | <b>Points Received</b> |
|------------------------|---|------------------------|
| 0-7 points             | Unsatisfactory facilitation of in-class experiential group session(s), and/or did not complete <i>Leadership Skills Questionnaire</i> pre- and post-tests. Paper not turned in or submitted more than one week late, and/or illegible, significant grammatical and spelling errors, or minimal effort.  |                        |
| 8-14 points            | Less than satisfactory facilitation of in-class experiential group session(s). Completed <i>Leadership Skills Questionnaire</i> pre- and post-tests. Brief (2-page) <i>Final Reflection Paper</i> of your group experiences as both a participant and leader was illegible, or had significant grammatical and spelling errors, or paper submitted late.          |                        |
| 15-19 points           | Satisfactorily facilitated at least one in-class experiential group session. Completed <i>Leadership Skills Questionnaire</i> pre- and post-tests. Brief (2-page) <i>Final Reflection Paper</i> of your group experiences as both a participant and leader was less than fully legible, or had some grammatical and spelling errors. Paper submitted by date due. |                        |
| 20-25 points           | Satisfactorily facilitated at least one in-class experiential group session. Completed <i>Leadership Skills Questionnaire</i> pre- and post-tests. Brief (2-page) <i>Final Reflection Paper</i> of your group experiences as both a participant and leader was legible, free from grammatical and spelling errors, and submitted by date due.                     |                        |

## APPENDIX C: BIBLIOGRAPHY

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