

Spring 2016

CE 615 Syllabus: Group Theory and Practice

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Winona State University
Counselor Education Department
CE 615: Group Theory and Practice
Spring 2016

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GENERAL COURSE INFORMATION

Course Information: Tuesdays, 5:00 to 8:00 PM, WSU-Rochester, East Hall 262
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.
Prerequisites: CE 601, CE615, & Admission to WSU Counselor Education program

Required Texts:

Corey, M.S., Corey, G., & Corey, C. (2014). *Groups: Process and Practice*, Ninth edition. Belmont, CA: Brooks/Cole. ISBN-10: 1133945465, ISBN-13: 978-1133945468
Video 1: Waack, J. D. (2009). *Leading Groups with Adolescents*. Alexandria, VA: Micotraining Associates.
<http://search.alexanderstreet.com.wsuproxy.mnpals.net/vast/view/work/1779035>
Video 2: Fall, K. (2012). *Group: Process and Technique*. Wimberley, TX: vcYES Productions.
<https://login.wsuproxy.mnpals.net/login?url=http://search.alexanderstreet.com/vast/view/work/1857856>
Other required reading can be found under Content on D2L.

Suggested Text: Solotaroff, P. (1999). *Group: Six People in Search of a Life*. New York: Penguin Putnam. (Out of Print. You can find copies at online bookstore.)

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 through reading, classroom discussions, and group activities.
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 hours minimum. lead a psycho-educational group on a current topic in counseling.
5. plan and implement groups utilizing criteria for member selection, member assessment, goal setting, and termination of the group.
6. demonstrate leadership interventions that emphasize leader responsibility for the group process.
7. develop counseling skills to promote constructive behaviors and intervention skills to modify inhibiting factors operating in groups.
8. discuss ethical issues relevant to the practice of group counseling.
9. model respect when working with individuals from diverse backgrounds (culture, gender differences, sexual orientation, disability, age, socioeconomic background, etc.).
10. present a comprehensive group plan including member selection, advertisement, exercises, etc.
11. articulate interventions for addressing problem behaviors in groups.

CACREP Standards

II.K.6.

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work;
- b. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature;
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness;
- e. approaches used for other types of group work, including task groups, psychoeducational groups, and therapy groups;
- f. professional preparation standards for group leaders; and
- g. ethical and legal considerations.

Section III - CMH Counseling:

- G.7. Application of appropriate group modalities for initiating, maintaining, and terminating counseling, and brief, intermediate, and long-term approaches.

Section III - School counseling:

- C.5. 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.
- D.3. 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

Course Expectations and Requirements

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. *Assignments are expected on time. Ten percentage points will be deducted for late assignments for each day they are late past the due date.* If for some reason, a student has difficulty meeting the course expectations, students are responsible for notifying the instructor immediately to work out an alternate plan if agreed upon by the instructor and the student. This is for emergency situations only, and should be agreed upon before the assignment due date when possible. As you know, feedback is a significant part of your learning. The instructor will have higher expectations as the semester goes, with the assumption that students will continue to grow and develop through a semester. You are expected to receive and integrate feedback from others even when you are encouraged to discuss the feedback if you have questions.

Attendance and Class Participation

Attendance is expected. Effective class participation includes active and respectful 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 and videos. Professional conduct is a requirement in the counseling field, and therefore, it is expected in this course. If you make a professional decision to miss class for any reason, please call or email the instructor as soon as possible. You are expected to make up materials by summarizing what you learn from the assigned chapter and class activities for the week. Please ask the instructor for further instructions. *Missing more than one class session in this course may necessitate the student to retake the course at another time.*

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 D2L announcements, the WSU homepage, and email.

1. In-class Group Experience

Each student will lead and facilitate group three times in class. The first group will be icebreaking/team building activity. At the beginning of the semester, a student will individually research, prepare, and run a 25-minute activity (including introduction and processing the experience in group) to promote comfort, trust, and cohesion in your group in class.

You will also pair up, research, prepare, and facilitate a 50-minute counseling group with psychoeducation (5-10 minutes) based on the group topics selected by a class *twice*. After you as a group co-facilitator lead a group, you will write a reflection paper (double spaced, 2-3 pages) based on the experiences you had regarding what went well and what you need to improve. In these reflection papers, you connect your experiences to group counseling skills and concepts such as group stages, norms, cohesion, dynamics, and therapeutic factors you learn in this course in addition to microskills you have learned in the past. Reflection papers for group facilitation are to be submitted to the D2L within a week from the day when you facilitate a group in class.

As a group participant, please journal your group experiences briefly (about 1 page) every week for the Final Group Process Reflection Paper in terms of your personal experiences as a group member with group leader's counseling skills and group concepts such as group stages, norms, cohesion, dynamics, and therapeutic factors. You are to post and update it on D2L weekly.

2. Multicultural Leadership Project

To run groups effectively, counselors must strive to be multiculturally competent and impactful leaders. This assignment is designed to raise your awareness about your own multicultural development and improve skills necessary to be a strong group leader. For this assignment, you will read the article, "Unpacking the Invisible Knapsack" on D2L. We will discuss our own diversity and multicultural identities in a group in class. Outside this classroom, you are also to participate either as a leader, a member, or an observer in a group (counseling, activity, task, class, training, etc.) that requires interactions with people who have different multicultural characteristics from yours. Finally, you will synthesize the main ideas you learned from the reading into a paper that reflects on this learning experience in and out of this class. *Through completing these assignments*, you are to describe the multicultural group you participated in and what you learned about yourself as a group leader/member, such as the ways you have been oppressed and you as an oppressor have enjoyed your privileges at the expense of marginalizing others. These should include areas of strength and areas for development toward becoming a multiculturally competent leader. The paper should be 3-4 double-spaced pages of body in addition to a title page and a reference page.

3. Professional Learning Communities Comprehensive Group Assignment

You will take part in one professional learning community (PLC) that will focus on intensive learning of a particular population with a specific issue in group work. You will discuss topics you are interested with peers in Discussion on D2L. The topic and the group you will work with needs to be approved by the instructor before you proceed with this assignment. Each student will identify two or more articles from peer-reviewed journals and other resources about a specific topic a group selects in class. Each group of students will work together to create a **Psycho-educational or Counseling Group Proposal**. This is an APA style comprehensive paper (more than 12 pages; note *no abstract required*) and should include the following in a well-organized and well-written manner:

- a. Table of Contents
- b. Introduction/purpose of the group
- c. Literature Review (This should include a brief review of the literature related to the population and problem you have chosen. Please integrate literature into the review rather than writing an annotated bibliography (a list of separate summaries of articles).) *Suggested: 2-3 pages.*
- d. Description of considerations for the particular group including population, setting, member selection (inclusion/exclusion criteria), age group, gender/multicultural considerations, risks (and how to minimize them) and benefits, screening process, etc.
 - i. NOTE: consider what this group needs that is different than psycho-educational group
- e. Discussion grounding your group to one or more theories (use text and journal resources as necessary).
- f. Roles and expectations of each co-leader and defined process of who is responsible for all tasks.
- g. Resource Guide: In this section, include at least three, but no more than seven, activities you will use with your group. You can develop these activities yourself, or glean them from other sources, including texts for this class. [Make sure to cite sources of anything you glean and/or adapt!]
- h. Termination procedures, evaluation process and follow-up plans
- i. Summary
- j. Reference Page: A minimum of two resources per person in addition to the text and any additional course readings must be used. These resources must be from a peer-reviewed research-based journal. *Wikipedia or websites, textbooks, or other similar sources can be used as resources in the Reference page, but cannot be counted as one of the two resources per person.*
- k. Group Lesson Delivery/Reflection: Students will need to make arrangements to deliver and video tape one of their psycho-educational activities to a group. (For groups of 4 or more, you may need to deliver two of the lessons so that all group members can be group leaders.) ****Each PLC will describe what they did in their psycho-educational group, how well they believe the session went, and what they would do differently if they delivered the activity in a session again. NOTE: Informed consent (located under D2L>Content) of participants for videotaping will need to be signed and turned in with the video and proposal. You also need a supervising professional when you facilitate the group since you are not licensed. This instructor can supervise if it is necessary.**
- l. Class discussion/presentation: This part of the assignment should last no more than 30 minutes total. This presentation should involve teaching the rest of the class about leading groups with the population you researched.

PLEASE NOTE: All groups are required to submit all materials for this assignment to the instructor within a week from the day of their class presentations.

4. Group Experience Requirement

Students are required to attend a Group Counseling or Psychotherapy experience for 10 hours over the

course of the semester. This can be done by taking an additional 1 SH workshop with Sarah Johnson, or by attending another group in the community. Documentation of attendance of the group experience is required to complete this course. **This requirement is non-negotiable, so if you signed up for the one semester hour workshop, you need to attend all of it. If you miss any of the Saturday group counseling sessions, please see the instructor immediately as you may need to take the course at a different time or come up with a alternate plan for the 10 hour experience.**

5. Final Group Process Reflection Paper

You will reflect upon your experiences as a group member as well as a group leader. These experiences should be drawn from the PLC's and your experiential group requirement. Each paper should be an application of your didactic learning (i.e., readings, lectures, activities) from class about group dynamics, stages, issues of groups and the key therapeutic factors to your experience as member of the group. The paper should be **double-spaced 4-6 pages**. This paper is meant to be a personal narrative, not an academic research paper; however, APA citations should be included when the text or other readings are referenced. Graduate-level writing, spelling and grammar are also expected. Papers must be submitted via the Dropbox on D2L.

Grades

Group Facilitation and Reflection Papers	25% of grade
<ul style="list-style-type: none"> • Icebreaking/Team Building (5%) • 2 Group Facilitations (10%) • 2 Reflection Papers (10%) 	
Multicultural Leadership Project Reflection Paper	25% of grade
<ul style="list-style-type: none"> • Group participation in class • Multicultural group • Reflection Paper 	
Comprehensive Group Proposal and Presentation	35% of grade
<ul style="list-style-type: none"> • Group Proposal (10%) • Lesson Delivery/Group Facilitation/Recording (10%) • Presentation (10%) • Reflection (5%) 	
Final Group Process Reflection Paper	15% of grade
<ul style="list-style-type: none"> • All the group experiences 	

A = 90% to 100%
 B = 80% to 89%
 C = 70% to 79%
 D = 69% and below

1. Group experience

Criteria	Level 4 5-4.5 points	Level 3 4.5-4.0 points	Level 2 4.0-3.5 points	Level 1 3.5-0 points
▼ Basic group and micro-skills Competent		Sufficient	Adequate, but need more practice	Inadequate or incompetent
▼ Managing complexity Stay calm and focused		Gets a little anxious and overwhelmed with info, but stay grounded	Gets rather anxious and overwhelmed	Gets anxious and overwhelmed, so not present with a family
▼ Advanced group skills Fluent with skills such as blocking, linking, and confronting . Aware of group dynamics, the group stage, and level of cohesion.		Use of skills and awareness are somewhat evident and effective.	Use of skills and awareness of group are barely evident and ineffective.	Use of skills and awareness are not evident as well as inappropriate.

▼ Flow and structure	Session flows smoothly and is well structured. There is a clear focus and direction in group.	Session flows okay and is somewhat structured. There is some focus and direction.	Session is disjointed and disorganized. A focus and direction were unclear.	No flow, structure, and focus are evident.
▼ Time keeping	20-30 minute or 45-55 minutes	<20 or 30< minutes or 55< minutes	<45 <15 or 35< minutes <40 or 60< minutes	<10 or 40< minutes <35 or 65< minutes

Reflection Paper	Level 4 5-4.5 points	Level 3 4.5-4.0 points	Level 2 4.0-3.5 points	Level 1 3.5-0 points
▼ Integration of information	Information is well integrated; easy to follow	Information is somewhat integrated, and difficult to follow	Information is minimally integrated and difficult to follow	Information is not integrated
▼ Group knowledge	Group knowledge is utilized and evident. Critically aware and reflective of group experiences.	Group knowledge is present. Somewhat aware and reflective.	Group knowledge is minimally present and difficult to find. A little aware and reflective.	Group knowledge is not present. Not aware and reflective at all.
▼ Writing Style	Paper flows; is interesting and easy to read and understand	Flow of paper is good but difficult to follow.	Flow of paper is poor and difficult to follow	Flow of paper is vague and disconnected.
▼ Grammar & Spelling	No grammatical or spelling errors	Less than 5 grammatical and/or spelling errors. More than 1 page longer or shorter than approximate page limitation and/or less than 1 days late.	Less than 10 grammatical and/or spelling errors. More than 2 pages longer or shorter than approximate page limitation and/or less than 2 days late.	More than 10 grammatical and/or spelling errors. More than 3 pages longer or shorter than approximate page limitation and/or more than 3 days late.
▼ Length and timeliness	Within approximate page limitation; handed in on time			

2. Multicultural leadership project

Group	Level 4 5-4.5 points	Level 3 4.5-4.0 points	Level 2 4.0-3.5 points	Level 1 3.5-0 points
▼ Group in class	Participated actively and appropriately	Participated adequately	Participated minimally or ineffectively	No participation
▼ Group outside	Attended	Not attended. An alternative activity was chosen.	Not attended. No alternative activity.	
Multicultural leadership	Level 4 10-9 points	Level 3 9-8 points	Level 2 8-7 points	Level 1 7-0 points
▼ Self-understanding such bias and privilege	Clearly demonstrated.	Somewhat demonstrated.	Minimally demonstrated.	Not present.
▼ Awareness of impact of own bias and privilege	Clearly demonstrated.	Somewhat demonstrated.	Minimally demonstrated.	Not present.
▼ Ability to implement social justice	Participated well. Clearly and effectively demonstrated.	Participated adequately. Somewhat demonstrated.	Participated little. Minimally demonstrated.	Not present.
Writing Skills	Level 4 10-9 points	Level 3 9-8 points	Level 2 8-7 points	
▼ Sentence structure	Excellent sentence structure throughout paper.	Good sentence structure throughout the paper.	Fair sentence structure throughout the paper.	
▼ Analysis	Thoughts consistently easy to understand. Critically analytic.	Thoughts mostly easy to understand. Somewhat analytic.	Thoughts are frequently difficult to understand. Little to no critical thinking.	
▼ Grammar	Fewer than 5 grammar and spelling errors.	Fewer than 10 grammatical and spelling errors.	More than 10 grammar and spelling errors.	
▼ Length	3-4 page limitation; handed in on time	More than 2 page longer or shorter than approximate page limitation and/or less than 1 days late.	More than 3 pages longer or shorter than approximate page limitation and/or less than 2 days	

late.

3. PLC Project

Proposal	Level 4 15-14.5 points	Level 3 14.5-13 points	Level 2 13-11.5 points	Level 1 11.5 or less points
▼APA style	1-2 error	3-4 errors	5-6 errors	>7
▼Content	All the required components are included with details.	Missing one component and some details.	Missing two components and a lot of details.	Missing three or more. No details
▼Literature Review	Well synthesized to support the project	Somewhat synthesized, disjointed, and substantiating	Look like a list of annotated bibliographies.	No summaries
▼Sentence structure	Excellent sentence structure throughout paper.	Good sentence structure throughout the paper.	Fair sentence structure throughout the paper.	Disorganized.
▼Thought patterns	Thoughts consistently easy to understand.	Thoughts mostly easy to understand.	Thoughts are frequently difficult to understand	Hard to understand
▼Grammar	Fewer than 2 grammar and spelling errors.	Fewer than 5 grammatical and spelling errors.	Less than 10 grammar and spelling errors.	More than 10 errors.
▼Length	More than 12 pages; handed in on time	11 pages long and/or less than 1 days late.	10 pages long and/or less than 2 days late.	< 9 pages and/or 3 day or more late.

Group facilitation	Level 4 15-14.5 points	Level 3 14.5-13 points	Level 2 13-11.5 points	Level 1 11.5 or less points
▼Basic group and micro-skills	Competent	Sufficient	Adequate, but need more practice	Inadequate or incompetent
▼Managing complexity	Stay calm and focused	Gets a little anxious and overwhelmed with info, but stay grounded	Gets rather anxious and overwhelmed	Gets anxious and overwhelmed, so not present with group
▼Advanced group skills	Fluent with skills such as blocking, linking, and confronting . Aware of group dynamics, the group stage, and level of cohesion.	Use of skills and awareness are somewhat evident and effective.	Use of skills and awareness of group are barely evident and ineffective.	Use of skills and awareness are not evident as well as inappropriate.
▼Flow and structure	Provides clear psychoeducation. Session flows smoothly and is well structured. There is a clear focus and direction in group.	Psychoeducation is somewhat present. Session flows okay and is somewhat structured. There is some focus and direction.	Session is disjointed and disorganized. A focus and direction were unclear. Too much or too little psychoeducation.	No psychoeducation, flow, structure, and focus are evident.
▼Time keeping	45-55 minutes	<45 or 55< minutes	<40 or 60< minutes	<35 or 65< minutes

Reflection Paper	Level 4 5-4.5 points	Level 3 4.5-4.0 points	Level 2 4.0-3.5 points	Level 1 3.5-0 points
▼Integration of information	Information is well integrated; easy to follow	Information is somewhat integrated, and difficult to follow	Information is minimally integrated and difficult to follow	Information is not integrated
▼Group knowledge	Group knowledge is utilized and evident. Critically aware and reflective of group experiences.	Group knowledge is present. Somewhat aware and reflective.	Group knowledge is minimally present and difficult to find. A little aware and reflective.	Group knowledge is not present. Not aware and reflective at all.
▼Writing Style	Paper flows; is interesting and easy to read and understand	Flow of paper is good but difficult to follow.	Flow of paper is poor and difficult to follow	Flow of paper is vague and disconnected.
▼Grammar & Spelling	No grammatical or spelling errors	Less than 5 grammatical and/or spelling errors.	Less than 10 grammatical and/or spelling errors.	More than 10 grammatical and/or spelling errors.

4. Final Group Process Reflection Paper

Reflection Paper	Level 4 15-14.5 points	Level 3 14.5-13 points	Level 2 13-11.5 points	Level 1 11.5 or less points
▼ Integration of information	Information is well integrated; easy to follow	Information is somewhat integrated, and difficult to follow	Information is minimally integrated and difficult to follow	Information is not integrated
▼ Group knowledge	Group knowledge is utilized and evident. Critically aware and reflective of group experiences.	Group knowledge is present. Somewhat aware and reflective.	Group knowledge is minimally present and difficult to find. A little aware and reflective.	Group knowledge is not present. Not aware and reflective at all.
▼ Writing Style	Paper flows; is interesting and easy to read and understand	Flow of paper is good but difficult to follow.	Flow of paper is poor and difficult to follow	Flow of paper is vague and disconnected.
▼ Grammar & Spelling	No grammatical or spelling errors	Less than 5 grammatical and/or spelling errors. More than 1 page longer or shorter than approximate page limitation and/or less than 1 days late.	Less than 10 grammatical and/or spelling errors. More than 2 pages longer or shorter than approximate page limitation and/or less than 2 days late.	More than 10 grammatical and/or spelling errors. More than 3 pages longer or shorter than approximate page limitation and/or more than 3 days late.
▼ Length and timeliness	Within approximate page limitation; handed in on time	More than 1 page longer or shorter than approximate page limitation and/or less than 1 days late.	More than 2 pages longer or shorter than approximate page limitation and/or less than 2 days late.	More than 3 pages longer or shorter than approximate page limitation and/or more than 3 days late.

University Expectations and Resources:

Academic Integrity: 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>.

Accommodations: 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>.

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 and Diversity Office is 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>

Tentative Course Schedule

Date	Topic/Assignments	Reading/Video
1/12/16 Week 1	Introduction to Group Work Syllabus	Corey et al. (2014) Ch 1 Video 1 (10:40-23:40)
1/19/16 Week 2	The Group Counselor, Weekly journaling Icebreaking/team building _____, _____, _____	Corey et al. (2014) Ch 2 Video 1 (23:40-32:13) PLC topic discussion
1/26/16 Week 3	Ethical and Legal Issues in Group Counseling, Weekly journaling Icebreaking/team building _____, _____, _____	Corey et al. (2014) Ch 3 Video 1 (32:13-1:05:00)
2/2/16 Week 4	Theories and Techniques of Group Counseling, Weekly journaling Icebreaking/team building _____, _____, _____	Corey et al. (2014) Ch 4 Video 2 (0:00-0:22)
2/9/16 Week 5	Forming a Group, Weekly journaling Icebreaking/team building _____	Corey et al. (2014) Ch 5 Video 2 (0:22-0:45)
2/16/16 Week 6	Initial Stage of a Group, Weekly journaling Group facilitation 1	Corey et al. (2014) Ch 6 Video 2 (0:45-1:05)
2/23/16 Week 7	Transition Stage of a Group, Weekly journaling Group facilitation 2	Corey et al. (2014) Ch 7 Video 2 (1:05-1:23)
3/1/16 Week 8	Working Stage of a Group, Weekly journaling Group facilitation 3	Corey et al. (2014) Ch 8 Video 2 (1:23-1:49)
3/8/16 Week 9	No class – Spring Break	Multicultural leadership project
3/15/16 Week 10	Final Stage of a Group, Weekly journaling Group facilitation 4	Corey et al. (2014) Ch 9
3/22/16 Week 11	Groups in School Settings, Weekly journaling Group facilitation 5	Corey et al. (2014) Ch 10
3/29/16 Week 12	Groups in Community Settings, Weekly journaling Group facilitation 1	Corey et al. (2014) Ch 11
4/5/16 Week 13	PLC Presentation _____, _____ Group facilitation 2, Weekly journaling	
4/12/16 Week 14	PLC Presentation _____, _____ Group facilitation 3, Weekly journaling	PLC proposal
4/19/16 Week 15	PLC Presentation _____, Group facilitation 4, Weekly journaling	PLC proposal
4/26/16 Week 16	Group facilitation 5	PLC proposal Final reflection paper (1-4)
5/3/16 Week 17	No class – Finals week	PLC proposal Final reflection paper (5)

Note: This schedule is tentative and subject to change based on the needs of the class.