

Spring 2011

CE 615 Syllabus: Group Theory and Practice

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**WINONA STATE UNIVERSITY
COLLEGE OF EDUCATION
COUNSELOR EDUCATION DEPARTMENT
Spring 2011
CE 615: Group Theory and Practice
(3 semester hours)**

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COURSE DESCRIPTION

The purpose of this course is to introduce students 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 applied experiential learning activities.

RATIONALE

The course operates from the basic premise that a counselor who expects to facilitate groups must learn through his/her own involvement in groupwork as a member and as a facilitator. Therefore, the course emphasizes experiential work in groups.

PREREQUISITES

Admission to Counselor Education program; CE 601

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, 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. (LIST OF CAMPUS RESOURCES CAN BE FOUND IN [APPENDIX A](#)).

REQUIRED TEXT

Corey, M.S., Corey, G., & Corey, C. (2010). *Groups: Process and Practice*, Eighth edition. Belmont, CA: Brooks/Cole.

OBJECTIVES

1. Students will become familiar with therapeutic factors of group work.
2. Students will become aware of the stages of the group process through reading, classroom discussions, and experiential learning activities.
3. Students will gain an understanding of the types of groups, group structure, group dynamics, and different theories of group counseling.
4. Students will experience being a member of a group for 10 hours minimum.
5. Students will explore significant issues regarding leading a group.
6. Students will learn to plan and implement groups utilizing criteria for member selection, member assessment, goal setting, and termination of the group.
7. Students will develop leadership interventions that emphasize leader responsibility for the group process.
8. Students will develop observational skills for identifying constructive and inhibiting factors operating in groups.
9. Students will become familiar with specific ethical issues relevant to the practice of group counseling.
10. Students will become aware of the importance of demonstrated respect when working with individuals from diverse backgrounds (culture, gender differences, sexual orientation, disability, age, socioeconomic background, etc.).
11. Students will develop a comprehensive group plan including member selection, advertisement, exercises, etc.

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.

Community Counseling:

- C.7.g. application of appropriate group modalities for initiating, maintaining, and terminating counseling, and brief, intermediate, and long-term approaches.

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

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/or email.

COURSE REQUIREMENTS

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 before the missed class. If it is necessary to miss more than one class for any reason, the student should withdraw from the course. 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.

ASSIGNMENTS

Reading Probe Quizzes (90 points)

Students will complete six 15-question multiple choice quizzes. Quizzes are worth 15 points each, for a total of 90 points.

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.

Group Process Reflection Paper (20 points)

Each student will reflect upon their experiences as a group member. 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. The paper should be **6-8 typed, double-spaced pages** and include the following:

Section I: Personal Experience

This section is to be an extension of the group and an exercise in depth self-exploration. Your focus in writing should be upon your own feelings, reactions, thoughts, fears, insights, etc. Your writing will provide you with a means to clarify and understand your personal experience.

Section II: Professional Analysis

This section is an objective, professional application of group theory to yourself, group members, interactions, the facilitator, and the group process. Each paper should also integrate learning (readings, lectures, activities) from class about group dynamics, stages, issues of groups, and the key therapeutic factors. Students should apply these learnings as they observe their own experiences as a group member (e.g. group norms, roles, and stages). Questions to consider: What kinds of predominate themes, member participation/interactions, norms, etc are continued? How do members interact with the facilitator? With each other? How is conflict or lack of conflict managed? Discuss the general flow of the group from session to session. How can you identify the stages of group development?

Group Participation & Leadership Skills (Pass/No Pass)

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 not be graded. This is a pass/no pass assignment.

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.

Comprehensive Group Proposal (80 points)

Students will design a group counseling manual. It will consist of crystal clear guidelines for conducting a specific psycho-educational group with a specific population or specific need as well as seven lesson plans. Writing this manual will require library research outside of class. You will work in groups of three.

General Writing Instructions:

Use APA style and at least 10 references, 5 from journals of recent vintage, and include them in your reference section. Your final product should be at least 10 pages of text, double-spaced, 12 pt font. (Lesson plans may be single spaced) Your reference section may begin on p. 11. Your paper content should include the areas listed below:

Introduction Section

- Introduce the type of group you have chosen. Include a very brief literature review relevant to the population you are going to offer this group for, or the need area you are going to address. What does the treatment literature say about this diagnostic group, or need?
- Rationale: Why is the form of group you are designing the one you've chosen?
- What ethical concerns specific to this effort and population do you envision arising and how will you address them?

Method Section

- Population: Who are you targeting as group members? (age, gender/multicultural considerations) How you will make it available to these persons? Also, try to address the issues of what developmental issues might be addressed by this group, or with this need, and how and why a group format is appropriate.
- The Counselors: Include a short description of who the counselors will be and their credentials/qualifications
- Prescreening Plans: What will you use for an assessment to determine group appropriateness? Will you use a pre-group socializing meeting?

- a. **Informed Consent:** 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.
- **Structure:** For how long will the group meet? How long will each session be? What are the right credentials for running such a group? Who will supervise, should that be necessary?
- **Practicalities:** Please detail meeting room recommendations, ways you will cover costs, treats or no-treats, materials or equipment needed, and so on.
- **Group Development:** Meeting by meeting, stage by stage, what will happen? What will be your leadership approach? When possible, cite theory and research to support your choices.
- Provide an outline with goals, objectives, anticipated group development and critical incidents, potential group dynamics, activities, materials, and process questions for each of the seven sessions.

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 if any, would you offer? If your group would be under another authority (HMOs, the courts), how will you deal with those limitations and restrictions ethically with respect to follow-up?

Papers must be submitted via the Dropbox in D2L.

Final Exam (100 pts)

The final exam will consist of multiple choice and True/False questions.

#	Assignment	Related Scoring Rubric	Points Possible
1	Reading Probe Quizzes	N/A	90
2	Group Process Reflection Paper	1	20
3	Group Participation & Leadership Skills	N/A	Pass/No Pass
4	Comprehensive Group Proposal	2	80
5	Final Exam	N/A	100
<i>Total</i>			290

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

Grade Scale (in percentages)

- 100-93: A
- 92-86: B
- 85-79: C
- 78-72: D

Tentative Course Schedule

January 12	Introduction and Syllabus Review Group History Myths of Group Work
January 19	Introduction to Group (Corey Chapter 1) Types of Groups Therapeutic Factors
January 26	The Group Counselor: Person and Professional (Corey Chapter 2) Ethical and Legal Issues in Group Counseling (Corey Chapter 3) Quiz #1
February 2	Forming a Group (Corey Chapter 4) Quiz #2
February 9	Initial Stage of a Group (Corey Chapter 5) Quiz #3
February 16	Transition Stage of Group (Corey Chapter 6) Group Member Roles Corrective Feedback – Giving & Receiving Working in the Here & Now – Self-Disclosure The Experience/Process Illumination Quiz #4
February 23	Working Stage of Group (Corey Chapter 7) Quiz #5
March 2	Final Stage of a Group (Corey Chapter 8) Quiz #6
March 9	NO CLASS – SPRING BREAK
March 16	Groups for Children & Adolescents (Corey Chapter 9 & 10) Groups for Adults and The Elderly (Corey Chapter 11 & 12)
March 23	D2L: Group Work on Group Manuals
March 30	Group Participation & Leadership Skills
April 6	Group Participation & Leadership Skills
April 13	Group Participation & Leadership Skills
April 20	Group Participation & Leadership Skills Comprehensive Group Proposals Due Group Reflection Papers Due
April 27	Final Exam

APPENDIX A: STUDENT NOTICES

Confidentiality Notice:

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Confidentiality will be broken if there is evidence that you have been or pose a potential danger to others or if you break ethical or legal standards as established by the Counseling Profession. Be sure to respect confidentiality outside the class. Do not discuss classmates in public places where your conversation could be overheard. Do not discuss your classmates with persons outside the class such as spouses, family members, etc.

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 toys that make any noise.

Academic Dishonesty Policy:

Academic dishonesty is a basis for disciplinary action. Academic dishonesty includes, but is not limited to, activities such as cheating, using or purchasing “ghost-written” papers, and plagiarism (presenting as one’s own the intellectual or creative accomplishments of another without giving credit to the source[s]). The faculty member, in whose course or under whose tutelage an act of academic dishonesty occurs, have the option of failing the students for the academic hours in question and may refer the case to other academic personnel for further action. Penalties for academic dishonesty may include expulsion from the university.

Class Visitor Policy

Due to the clinical nature of this course, visitors of any age are not allowed.

Campus Resources:

- Student Support Services, Howell Hall 133, 457-5465 (<http://www.winona.edu/studentssupportservices/>)
- Inclusion and Diversity Office, Kryzsko Commons Room 122, 457-5595 (<http://www.winona.edu/culturaldiversity/>)
- Disability Resource Center, Howell Hall 136, 457-2391 (<http://www.winona.edu/disabilityservices/>)
- Counseling Center, Gildemeister Hall 132, 457-5330 (<http://www.winona.edu/counselingcenter/>)
- Writing Center, Minné Hall 348, 457-5505 (<http://www.winona.edu/writingcenter/>)
- GLBTA Advocate, Gildemeister Hall 132, 457-5330 (<http://www.winona.edu/counselingcenter/>)
- Advising and Retention, Phelps 129, 457-5600 (<http://www.winona.edu/advising/>)

APPENDIX B: RUBRICS

1. GROUP PROCESS REFLECTION PAPER

<i>Points Possible</i>	<i>Description</i>	<i>Points Received</i>
0-4 points	Paper not handed in; little or no components completed, illegible	
5-9 points	Some components completed. No relationship noted between reading/activities and personal/professional life; poor grammar	
10-15 points	All components completed. Minimal/superficial relationship noted between reading/activities and personal/professional life; adequate grammar	
15-20 points	All components completed. Clear and practical relationship noted between reading/activities and personal/professional life; excellent grammar	

2. Comprehensive Group Proposal

<i>Critique of Group Proposal</i>	<i>Possible Points</i>	<i>Points Awarded</i>
Grammar/Spelling/APA Style	5	
Types of References Used	5	
Organization	10	
Introduction: All components included and rationale for group clearly supported by literature	10	
Methods: All components included; description of the group is comprehensive; issues of administration (co-leadership, screening, and termination procedures, etc.) are sufficiently addressed	20	
Activities are comprehensive and relate to the group topic	20	
Results and Discussion: All components included and adequately discussed	10	
Total Points	80	