

Spring 2011

## CE 615 Syllabus: Group Theory and Practice

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**Winona State University-Rochester Campus**  
**Department of Counselor Education**  
**CE 615: Group Theory and Practice**  
**Spring 2011**

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**GENERAL COURSE INFORMATION**

Class Location: 145 Integrated Wellness Center

**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 or permission of instructor; Admission to Counselor Education program

**Required Text:**

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

Solotaroff, P. (1999). *Group: Six People in Search of a Life*. New York: Penguin Putnam. \*

\*Any copy or edition you can find is fine.

**Other Readings As Assigned:**

Other required readings (including course materials such as the course syllabus) can be found under Content on the D2L website: <HTTPS://winona.ims.mnscu.edu/index.asp>. You can access D2L with your ID and password. If you have not set up your ID or password, or have forgotten it, please contact Information Technology at <http://www.winona.edu/it/>.

## **Course Objectives:**

**This course will provide the essential learnings necessary for the student to:**

1. name and explain the key therapeutic factors of group work.
2. identify the stages of the group process through reading, classroom discussions, and experiential learning activities.
3. recognize the types of groups, group structure, group dynamics, and different theories of group counseling.
4. experience being a member of a group for 10 hours 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, and termination of the group.
7. demonstrate leadership interventions that emphasize leader responsibility for the group process.
8. develop observational skills for identifying constructive and inhibiting factors operating in groups.
9. discuss ethical issues relevant to the practice of group counseling.
10. 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 member selection, advertisement, exercises, etc.
12. 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.

Community Counseling:

- 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

## **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. 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.

### Attendance and Class Participation

Attendance is expected. 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. If you make a professional decision to miss class for any reason, please call or email the instructor as soon as possible.

### 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.

*Assignments – See Course Schedule for due dates*

## **1. Competency Action Plan**

Development of group and multicultural competencies are essential to being a strong group leader. Therefore, you will read the ASGW recommendations for Best Practices, the Core Group Competencies, and the articles about Multicultural Competencies under D2L. Using these as guidelines, you will create a 2-3 page description of your personal areas for improvement related to knowledge, skills and/or awareness of group counseling, which should include an explanation of 4-5 goal areas and an action plan to progress toward those goals. The MCC2 Questionnaire may also help you identify areas of improvement and suggest ideas for personal growth.

## **2. Professional Learning Communities Assignments**

You will be a part of one professional learning community (PLC) that will focus on intensive learning of a particular population in group work (i.e., children, adolescents, adults or older adults). In your PLC, you will be responsible for taking turns facilitating this small group and presenting information to this group to generate learning. On the first day of class, the groups will get together and generate a schedule for presenting. You will be required to share information and lead a discussion on 2 of the 3 PLC days. The other day, your responsibility is to be a responsive group member.

Presenting: Research an article or two from peer-reviewed journals about the topic of the day (see course schedule for topic) and the population as it relates to group work. Prepare a white paper (1 page; see <http://owl.english.purdue.edu/owl/resource/546/02/>) and copies to hand out to group members (and the instructor). Lead a discussion about the research and possible

applications to group work with this population in your small group (PLC).

### 3. PLC Comprehensive Group Proposal

Using information from the PLC activities, students will work in their PLC's to create a **Psycho-educational or Counseling Group Proposal**. This is an APA style comprehensive paper (10-12 pages; note *no abstract or table of contents required*) and should include the following in a well-organized and well-written manner:

- a. Introduction/reason for group (this should include a brief review of the literature related to the population and problem you have chosen).
- b. Description of considerations for the particular group including population, setting, member selection, age group, gender/multicultural considerations, risks (how to minimize them) and benefits, screening, etc.
- c. Discussion grounding your group to one or more theories (may use text and outside resources as necessary)
- d. Needs & expectations of co-leader and defined process of how you would communicate/work with co-leader (if you are not using a co-leader, speak to why you are NOT and how you will get supervision)
- e. 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 your sources of anything you glean and/or adapt!]
- f. Termination procedures, evaluation process and follow-up plans
- g. Summary
- h. Reference Page: A minimum of two resources per person besides the text and any additional course readings must be used. At least one resource per person must be from an original research-based journal. *Wikipedia or other similar sources are NOT acceptable.*
- i. Group Lesson Delivery: Students will need to make arrangements to deliver and video tape one of their lessons to a group. In class, each PLC will then show a clip of their video and discuss what they did, how well the lesson went, and what they would do differently if they delivered the lesson again. This discussion/presentation should last no more than 30 minutes. Informed consent of participants for videotaping will need to be signed and turned in with the video.

Papers and videos should be submitted to the instructor on the day of presentation.

**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. Group Process Reflection Paper**

Each student will reflect upon their experiences as a group member. These experiences should be drawn from the PLC's and your experiential group requirement. Each paper should be an integration of this experiential learning with didactic learning (i.e., readings, lectures, activities) from class about group dynamics, stages, issues of groups and the key therapeutic factors. The paper should be **6-8 typed, double-spaced 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.

#### **6. Midterm and Final Exams**

Both the midterm and final exams will include multiple choice, true/false, and short answer questions. The midterm will cover chapters 1-5. The final exam will cover chapters 6-8 and your learning in the PLC's.

#### **Grades**

All assignments/tests are graded on a percentage system, with a perfect score being 100%. Then, each assignment/test is weighted to determine your Final grade. The percentage system is below:

#### *Percentage System*

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

#### *Weighted Course Requirements*

|   |              |
|---|--------------|
| Competency Action Plan                        | 5% of grade  |
| PLC White Papers                              | 10% of grade |
| Midterm                                       | 20% of grade |
| Final   | 20% of grade |
| Comprehensive Group Proposal and Presentation | 20% of grade |
| Group Process Reflection Paper                | 25% of grade |

*Please see me if you have any questions about the course.*

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.

ACCOMMODATIONS: If you have a disability, which may require some modification of seating, testing or other course requirements, please feel free to discuss your needs with me so that appropriate arrangements may be made. Please see me after class or during my office hours. If you have questions about your rights as a student or would like support with accommodating your disability, Student Disability Services may be helpful. They can be contacted at: <http://www.winona.edu/disabilityservices/>

STUDENT GRIEVANCES: Procedures for filing student complaints are explained in Student Handbook. Student complaint procedures are available online at: <http://www.winona.edu/sld/studentpolicy.asp>

PLAGIARISM AND CHEATING: 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/studentpolicy.asp#ACADEMIC\\_INTEGRITY\\_POLICY](http://www.winona.edu/sld/studentpolicy.asp#ACADEMIC_INTEGRITY_POLICY)

RESPECT FOR DIVERSITY: It is the intent of the instructor to present material and activities that are respectful of diversity: gender, sexuality, disability, age, socio-economic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes; body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of a society). Any suggestions you have are welcomed. Support for issues of diversity can also be found: <http://www.winona.edu/culturaldiversity/>

SEXUALLY EXPLICIT MATERIAL POLICY: As a part of your course experience, we may discuss work with clients who have concerns about their sexuality or developmental issues regarding sexual orientation. Consistent with the professional ethical codes, you are expected to consider appropriate related interventions/support services and engage in class discussions in a professional manner regarding these matters. If there are sexually related issues you feel that you could not discuss as a future counselor for personal reasons, you need to make those issues known to your instructor and/or advisor.