

Spring 2022

## CE 615 Syllabus: Group Theory and Practice

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*Winona State University*

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<b>Winona State University</b> Counselor Education Department <b>CE 615: Group Theory and Practice #002054</b> Spring semester 2021, 3 S.H.		
<b>Course Location</b>	This class meets weekly, in-person (Donna J. Helble Hall 343) <b>Jan. 10<sup>th</sup> will be virtual</b> <a href="https://minnstate.zoom.us/j/96443473747">https://minnstate.zoom.us/j/96443473747</a> Meeting ID: 964 4347 3747 Passcode: 654688	
<b>Instructors</b>	Rieko Miyakuni, Ed.D., NCC, LPC (IL)	
<b>Instructor Email and Phone</b>	<a href="mailto:rieko.miyakuni@winona.edu">rieko.miyakuni@winona.edu</a> 507-457-5352	
<b>Program Website</b>	<a href="https://www.winona.edu/counseloreducation/">https://www.winona.edu/counseloreducation/</a>	
<b>Instructor Office Hours &amp; Location:</b>	Mondays/Tuesdays 1-5pm Office hours Zoom link: <a href="https://minnstate.zoom.us/j/502348915">https://minnstate.zoom.us/j/502348915</a> Meeting ID: 502 348 915 One tap mobile: +13126266799,,502348915# US (Chicago) HH 348	

### I. COURSE DESCRIPTION

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

### II. COURSE PREREQUISITES

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

### III. COURSE OBJECTIVES (Cos)

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

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

### IV. COURSE REQUIRED TEXTS & READINGS

Jacobs/Schimmel/Masson/Harvill - MindTapV2.0 for Jacobs/Schimmel/Masson/Harvill's Group Counseling [Inclusive Access] ISBN 9781337107327

The materials for this course are included in your tuition. Follow these steps to access your Cengage materials if you never registered for MindTap.

Step 1: Go to [startstrong.cengage.com](http://startstrong.cengage.com)

Step 2: Select the digital learning platform and relevant Learning Management System (LMS) (if applicable)

Step 3: When asked “Are your course materials included within your tuition costs?” select Yes

Hardcopy of the text: Jacobs, E.E., Schimmel, C.J., Masson, R.L., & Harvill, R.L. (2016). *Group counseling: Strategies and skills*. Boston: Cengage.

- *With the Inclusive Access (IA) course, students have the option to purchase a low cost loose leaf book via the WSU Bookstore. If you wish to have a loose leaf copy, the bookstore will place order on a case by case basis. Please stop by the store to place a special order.*
- Additional course readings, handouts, videos 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 2016 Standards	Course Objectives Linked to CACREP Standard	Location of evaluation for CACREP Standard					
	CO 1-12	Cengage Mindtap chapter readings	Cengage Mindtap video Activities	Cengage Mindtap chapter quizzes	Group Theory Session Delivery	Special Issue Group Proposal & Session Delivery	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	2	x	x	x			
6.b. dynamics associated with group process and development	2, 3	x	x	x			
6.c. therapeutic factors and how they contribute to group effectiveness	1	x	x	x			
6.d. characteristics and functions of effective group leaders	5, 6, 7	x	x	x	x	x	x
6.e. approaches to group formation, including recruiting, screening, and selecting members	6, 11	x	x	x			

6.f. types of groups and other considerations that affect conducting groups in varied settings	3, 8, 12	x	x	x			
6.g. ethical and culturally relevant strategies for designing and facilitating groups	9, 10	x	x	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	4						x

**VII. METHODS OF INSTRUCTION**

- A. Lecture/discussion
- B. Group process
- C. Use of technology and media including videotapes, films, and Power Points
- D. Professional Learning Communities (Cooperative and self-directed learning)
- E. Self-assessments and reflective self-evaluations
- F. Experiential: Modeling, Role plays, Simulations, Repeated practice

**VIII. COURSE REQUIREMENTS**

***Professionalism: Expectations***

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

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

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

***Attendance & Participation***

Students are *required to attend all class sessions*. If there is a need to miss a class based on emergency, it is expected that the student will contact the instructor prior to missing the class and provide a specific reason for missing class.

**Missing one class results in a reduction of a grade.** Missing more than one class session in this course *may* necessitate the student to retake the course at another time. You should be an *active member* of this class and it is expected that you will be an *engaged learner*, bringing energy and enthusiasm to every class.

***Policy on Late or Unfinished Assignments***

Late work is not accepted except in extreme circumstances and with prior permission of instructor. IMPORTANT: A grade

of Incomplete (I) will not be awarded except under extraordinary circumstances such as prolonged illness. If such circumstances arise, it is the student's responsibility to notify the instructor immediately.

### ***Inclement Weather Policy***

Inclement weather may interfere with class. Always use your best judgment when determining if it is safe to travel. The instructor will notify students of cancellation by 2pm the day of class. Notifications will be made via your WSU email and/or the WSU 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	Points Possible	2016 CACREP STANDARDS, SECTION 2 – PROFESSIONAL COUNSELING IDENTITY, COUNSELING CURRICULUM, PART F., 6. GROUP COUNSELING & GROUP WORK	Course Objectives
1	Cengage MindTap Chapter Readings	170	6.b., 6.c.	3, 8, 9
2	Cengage MindTap Video Activities (17 x 10 pts. = 170 pts) *All activities must be completed for a full credit and must earn at least 8 points or 80% of max. points.	170	6.b., 6.c.	3, 8, 9
3	Cengage MindTap Chapter Quizzes (17 x 100 pts = 170 pts) *All quizzes must be completed for a full credit and must earn at least 8 points or 80% of max. points	170	6.a., 6.b., 6.c., 6.d., 6.e., 6.f., 6.g.	1, 2, 3, 6, 7, 8, 9, 10, 11, 12
4	Special issues-Multiculturalism and Group Theory Design and Presentation	100	6.a., 6.b., 6.c., 6.d., 6.e., 6.f., 6.g.	2, 3, 5, 6, 7, 8, 9, 10, 11, 12
5	Group Experience Requirement (10 hours minimum)	Pass/No Pass	6.c., 6.d., 6.h.	4, 8, 10
	<b>Total</b>	<b>610</b>		

### **Weekly readings and assignments:**

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

- **Assignment 1: Chapter Readings** (10 points per chapter). You are to read the assigned weekly chapter **by the due date**. (see the course schedule)
- **Assignment 2: Video Activities** (10 points per chapter). Following each chapter reading, there will be a video(s) to watch with questions to answer. You are to watch the videos and respond to the questions **by the due date**. (see the course schedule)
- **Assignment 3: Quizzes** (10 points each). Following each chapter, there is 10-point quiz on MindTap. You are to complete the quiz for each chapter following the reading **by the due date**. (see the course schedule)
- **CE 615 - Assignment 4 : Special issues-Multiculturalism and Group Theory Design and Presentation (100 points maximum), due Week 16**. Working in your assigned groups and using the assigned group theory, you will develop a group plan for the special population and issue you would like to address:
  - **Part 1:** worth 50 points, *Group Dynamics & Group Agreement client handout*. Working in pairs, you will create a 2-4 page *Group Dynamics and Group Agreement* client handout for your prospective group to accompany *Group Plan* (Part 2, below).
  - **Part 1a**, 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 1b**, worth 25 points, *Group Agreement*, 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 TIP41, pp. 151-152: Appendix C, *Sample Group Agreement*, and *Examples of Agreements* located in Module )

- **Part 2:** worth 50 points, *Group Plan*(25 pts) and *Class Presentation*(25 pts.). The group plan will be based on the counseling theory your group has been assigned, and the special issue/multicultural population your group addresses. It should include a minimum of six sessions. You must use a minimum of two additional resources to develop your group plan. The plan must be written up, utilizing APA format for the cover page and resource page, and presented to the class via a PPT on week 16.

There are examples for all of these components in our course D2L site, *Group Assignment Examples module*.

- **Assignment 5: 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. (2016 CACREP Standards Section 2, Part F, 6.c., 6.d., 6.h.)

#### X. GRADE SCALE

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

#### Assignment 4—Special issues-Multiculturalism and Group Theory Design and Presentation Grading Rubric

	21 – 25 points per	15 – 20 points per	Below 15 points per
<b>Group Dynamics – (25 points)</b>	Exceeds all assignment requirements; describes the group process to help prepare clients for and best participate in the group. it is well-written, thorough and comprehensive, and is easy to follow.	Meets all assignment requirements; describes the group process to help prepare clients for and best participate in the group. it is moderately well-written, less than fully thorough and /or comprehensive, and is easy to follow.	Does not meet all requirements.
<b>Group Dynamics grade</b>	<b>/25 pts.</b>		
<b>Group Agreement</b>	Exceeds all assignment requirements; includes all essential components of informed consent, confidentiality and limits, and rules, expectations, and policies that impact a member’s participation; it is well-written, thorough and comprehensive, and is easy to follow.	Meets all assignment requirements; includes most but not all essential components of informed consent, confidentiality and limits, and rules, expectations, and policies that impact a member’s participation; it is moderately well-written, less than fully thorough and comprehensive, and is easy to follow.	Does not meet all requirements.
<b>Group Agreement grade</b>	<b>/25 pts.</b>		
<b>Group Plan</b>	Outstandingly presents issue and population to be addressed; exceedingly describes the theoretical approach and how it fits the issue/population addressed; topics selected competently address the purpose of the group and includes multicultural considerations; provides exceptional examples of theory and techniques used for each session.	Satisfactorily presents issue and population to be addressed; sufficiently describes the theoretical approach and how it fits the issue/population addressed; topics selected adequately address the purpose of the group and includes multicultural considerations; provides suitable examples of theory and techniques used for each session.	Does not consistently reflect theoretical perspective and/or does not satisfy all requirements.
<b>Group Plan grade</b>	<b>/25 pts.</b>		

<b>Group Presentation</b>	Exceptional PPT covering all content and outstanding deliver of content.	Fully adequate PPT covering all content and satisfactory deliver of content.	Less than fully adequate PPT and/or less than satisfactory deliver of content.
<b>Group Presentation grade</b>	<b>/25 pts.</b>		
<b>TOTAL</b>	<b>/100 pts.</b>		

### The Six Components of a Group Counseling Session

- 1) Opening—brief introduction, informed consent and limits of confidentiality, purpose of group and group expectations (“rules”)
- 2) Centering Exercise
- 3) Client check-in (usually round-robin format)—quick opening to get all voices in the room (“how was your week?”) to identify any pressing concerns, crises, etc.
- 4) Counselor’s check-in with the group on group counseling process/progress (group feedback)
  - a. What’s working; what isn’t working?
  - b. What value are you finding in group (how is it helping)?
  - c. What is one thing you are learning?
  - d. What is something you wish you would learn in group—a topic or issue to focus on?
- 5) Activity (the main aspect of the group) and debriefing
- 6) Closing the session (usually round-robin format)—examples:
  - a. What is one thing you learned about yourself today?
  - b. What is a take-away from today’s group?
  - c. What is one goal you have for the upcoming week?

### Faculty Weekly Group Rating/Feedback Form

Group	Role	Rating (1-poor, 3 – average, 5 – excellent)	Notes
	Opening	Attending 1 2 3 4 5 na Listening 1 2 3 4 5 na Accurate empathy 1 2 3 4 5 na Preparation 1 2 3 4 5 na	
	Centering	Attending 1 2 3 4 5 na Listening 1 2 3 4 5 na Accurate empathy 1 2 3 4 5 na Preparation 1 2 3 4 5 na	
	Check-in	Attending 1 2 3 4 5 na Listening 1 2 3 4 5 na Accurate empathy 1 2 3 4 5 na Preparation 1 2 3 4 5 na	
	Group feedback	Attending 1 2 3 4 5 na Listening 1 2 3 4 5 na Accurate empathy 1 2 3 4 5 na Preparation 1 2 3 4 5 na	
	Activity	Attending 1 2 3 4 5 na Listening 1 2 3 4 5 na Accurate empathy 1 2 3 4 5 na Preparation 1 2 3 4 5 na	
	Closing	Attending 1 2 3 4 5 na	

		Listening 1 2 3 4 5 na Accurate empathy 1 2 3 4 5 na Preparation 1 2 3 4 5 na	
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**XI. TENTATIVE COURSE SCHEDULE** \*Course schedule is subject to change

Date	Topic & Reading	CACREP Standards	Objectives	Assignment
Week 1 Jan. 10 (Zoom)	Introduction & Syllabus Review <i>Orientation</i>	CACREP, 2016, Section 2, Part F, Standards 6.d. & 6.f.		<i>Group Leadership Skills</i> pre-test (ungraded) See D2L Ch 1 Additional Resources folder
Week 2 Jan. 17 No Class-MLK Day	<i>Chapter 1: Introduction to Group Work</i> Online/asynchronous activities	CACREP, 2016, Section 2, Part F, Standards 6.f. & 6.g.	3, 10	Read Chapter 1 Quiz Video Activity Opens at 12am Jan. 10, closes at 4pm Jan. 17
Week 3 Jan. 24 (on campus)	<i>Chapter 2: Stages of Groups, Group Process &amp; Therapeutic Forces</i> GROUP FACILITATION-Demo (Rieko)	CACREP, 2016, Section 2, Part F, Standard 6.d.	7, 9	Read Chapter 2 Quiz Video Activity Opens at 12am Jan. 17, closes at 4pm Jan. 24
Week 4 Jan. 31	<i>Chapter 3: Purpose of Groups</i> GROUP FACILITATION-1	CACREP, 2016, Section 2, Part F, Standards 6.g. & 6.h.	9	Read Chapter 3 Quiz Video Activity Opens at 12am Jan. 24, closes at 4pm Jan. 31
Week 5 Feb. 7	<i>Chapter 4: Planning a group</i> GROUP FACILITATION-2	CACREP, 2016, Section 2, Part F, Standards 6.a., 6.b., 6.d. & 6.e.	2, 3, 6 2, 3, 8, 12	Read Chapter 4 Quiz Video Activity Opens at 12am Jan. 31, closes at 4pm Feb. 7
Week 6 Feb. 14	<i>Chapter 5: Getting started</i> GROUP FACILITATION-3	CACREP, 2016, Section 2, Part F, Standard 6.a. & 6.d.	1, 3, 7	Read Chapter 5 Quiz Video Activity Opens at 12am Feb. 7, closes at 4pm Feb. 14
Week 7 Feb. 21	<i>Chapters 6: Basic Skills for Group leaders</i> <i>Chapter 7: Focus</i> GROUP FACILITATION-4	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	Read Chapters 6 & 7 Quizzes Video Activities Opens at 12am Feb. 14, closes at 4pm Feb. 21
Week 8 Feb. 28	<i>Chapter 8: Cutting off and drawing out</i> <i>Chapter 9: Rounds &amp; dyads</i> GROUP FACILITATION-5	CACREP, 2016, Section 2, Part F, Standard 6.a., 6.b. & 6.d.	2, 3, 7, 8, 12	Read Chapters 8 & 9 Quizzes Video Activities Opens at 12am Feb. 21, closes at 4pm Feb. 28
Week 9 Mar. 7	Spring Break			
Week 10 Mar. 14	<i>Chapters 10: Exercises</i> <i>Chapter 11: Introducing, conducting, &amp; processing exercises</i> GROUP FACILITATION-6	CACREP, 2016, Section 2, Part F, Standards 6.a., 6.b., 6.c. 6.d. & 6.g.	1, 2, 3, 7, 8	Read Chapters 10 & 11 Quiz Video Activities Opens at 12am Feb. 21, closes at 4pm Mar. 14
Week 11 Mar. 21	<i>Chapter 12: Middle Stage of a Group</i> GROUP FACILITATION-7	CACREP, 2016, Section 2, Part F, Standard 6.a., 6.b. & 6.d.	2, 6, 7, 8, 10	Read Chapter 12 Quiz Video Activity Opens at 12am Mar. 14, closes at 4pm Mar. 21
Week 12 Mar. 28	<i>Chapter 13: Using counseling theory in groups</i> GROUP FACILITATION-8	CACREP, 2016, Section 2, Part F, Standards 6.e. & 6.f.	3, 6, 7, 8, 10, 11	Read Chapter 13 Quiz Video Activity Opens at 12am Mar. 21, closes at 4pm Mar. 28



Week 13 April 4	Chapter 14: Counseling & therapy in groups <b>GROUP FACILITATION-9</b>	CACREP, 2016, Section 2, Part F, Standard 6.e.	3, 6, 7, 8, 10	Read Chapter 14 Quiz Video Activity Opens at 12am Mar. 28, closes at 4pm Apr. 4
Week 14 April 11	Chapter 15: Closing a group Chapter 16: Problem situations <b>GROUP FACILITATION-10</b>	CACREP, 2016, Section 2, Part F, Standards 6.d. & 6.h.	5, 6, 7, 8, 10	Read Chapters 15 & 16 Quiz Video Activity Opens at 12am Apr. 4, closes at 4pm Apr. 11
Week 15 April 18  <b>Work Day</b>	Specific populations Chapter 17 Group Leadership Skills post-test (ungraded) <b>Online/asynchronous activities</b>	CACREP, 2016, Section 2, Part F, Standards 6.a., 6.b., 6.c., 6.d., 6.e., 6.f., & 6.g	5, 6, 7, 8, 10	Read Chapter 17 Quiz Video activity Opens at 12am Apr. 11, closes at 4pm Apr. 18
Week 16 April 25	<b>Special issues-Multiculturalism and Group Theory Design and Presentation</b>	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 #4 Due</b> <b>Assignment #5 Due</b>

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
Dariyan	Bethani	Jake	Sarah	Tristan
Leila	Nichole	Ellen	Melissa	Celeste
Reese	Megan	Kerri	Molly	Rachael

DATE	Group Facilitation #	OPENING	CENTERING	CHECK-IN	FEEDBACK	ACTIVITY	CLOSING
1/31/22	1	GROUP 1	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
2/7/22	2	GROUP 2	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 1
2/14/22	3	GROUP 3	GROUP 3	GROUP 4	GROUP 5	GROUP 1	GROUP 2
2/21/22	4	GROUP 4	GROUP 4	GROUP 5	GROUP 1	GROUP 2	GROUP 3
2/28/22	5	GROUP 5	GROUP 5	GROUP 1	GROUP 2	GROUP 3	GROUP 4
3/7/22	Spring Break						
3/14/22	6	GROUP 1	GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5
3/21/22	7	GROUP 2	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 1
3/28/22	8	GROUP 3	GROUP 3	GROUP 4	GROUP 5	GROUP 1	GROUP 2
4/4/22	9	GROUP 4	GROUP 4	GROUP 5	GROUP 1	GROUP 2	GROUP 3
4/11/22	10	GROUP 5	GROUP 5	GROUP 1	GROUP 2	GROUP 3	GROUP 4
4/18/22	Work Day						

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

### A. University Expectations and Resources

**WSU Resources & Learner Support:** Please familiarize yourself with the [WSU Resources and Learner Support](#) page, a one-stop resource stop for academic integrity, student support services, inclusion and diversity, the *Warrior Success Center*, access services for students with disabilities, writing and tutoring supports, counseling and wellness, technology supports, and so forth

**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>