

**University of Northern Colorado**  
**School of Applied Psychology and Counselor Education**  
**APCE 662: Group Dynamics & Facilitation**

Fall 2014

**Course Syllabus**

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**Instructors:** Amy Williams Long, PhD, LPC, RPT-S

**Email:** [amy.long@unco.edu](mailto:amy.long@unco.edu)

**Office:** N/A

**Office Hours:** By Appointment

**Class Meets:**

October 3-5, 2014

October 31 – November 2, 2014

Fridays 4:00-10:00

Saturdays 8:00-5:00

Sundays 8:00-4:00

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**Prerequisite:** Successful completion of APCE 607: Theories of Counseling.

**Co-requisite:** APCE 605

**Course Description:**

This course features an examination of theoretical bases of group counseling including group types, group development, leadership styles and skills, and application to various populations. Ethical group leadership is emphasized throughout the course.

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**Required Text:**

Jacobs, E.E., Masson, R.L., Harvill, R.L., & Schimmel, C.J. (Eds.). (2012). *Group counseling strategies and skills* (7<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

**Recommended Texts:**

Shulman, L. (2011) *Dynamics and skills of group counseling*. Belmont, CA: Brooks/Cole.

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**Knowledge & Skill Outcomes:** Upon successful completion of this course students will:

1. Understand group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society (CACREP II.G.6).
2. Understand principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work (CACREP II.G.6.a).
3. Understand group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles (CACREP II.G.6.b).
4. Understand group theories of counseling, including commonalities, distinguishing characteristics, and pertinent research and literature (CACREP II.G.6.c).
5. Understand group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (CACREP II.G.6.d).
6. Understand group strategies for working with and advocating for diverse populations, including multicultural competencies (CACREP II.G.2.d).

### **Course Content:**

This course is designed to address CACREP 2009 standards for Group Work (section II.G.6). This course will provide an overview of group counseling theories. Students will be introduced to principles of group dynamics including group process components, developmental stage theories, group member roles and behaviors, and therapeutic factors of group work. Students will learn effective group leader strategies and skills.

### **Instructional Methods:**

To achieve the objectives of this course and address the course content, the instructor will employ a variety of teaching interventions that will include small group discussions, individual projects, lectures, role plays, facilitated reflection, and simulated activities.

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### **Course Requirements/Assignments:**

***Attendance & Active Participation:*** Graduate students are expected to be responsible for regular and punctual class attendance. Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in class discussions and in practice sessions of techniques derived from selected theories. All students will be involved in classroom role-plays and experiential exercises and should be prepared to participate in class discussions and activities. Please note that attendance is mandatory. If you expect that you will miss a class, I need to be notified in advance. Please note that your grade will be affected if a total of 4 hours of class are missed. Please see me if you feel that this may be a problem. Active participation is essential and will be evaluated in the following way:

- *Excellent* (80-100) – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
- *Satisfactory* (69-79) – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
- *Minimally Acceptable* (68-48) – Passive participation: present, awake, alert, attentive, but not actively involved.
- *Unsatisfactory* (47 or less) – Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the discussion.

***Self-Analysis & Reflection Paper: 50 points.*** Self-analysis and personal reflection are important tools to be utilized in maximizing session time spent with clients. In order to be an effective practitioner, it is important to be continually self-reflective. This assignment is an exercise to encourage self-analysis and personal reflection in order to effectively practice with children and adolescents. Please respond to the following questions (**in 3-5 pages**):

- What do you perceive as your personal competencies for working with groups? Explain using examples.
- What do you perceive as your skill deficiencies for working with groups? Explain using examples. What can you do to improve in these areas?
- What type of group member would be the most challenging for you to work with in a therapy group? Explain.
- With all this in mind, what would it take for you to become an effective group counselor?

**Simulated Group Intervention & Handout: 150 points.** Students will plan and demonstrate one group intervention (i.e., simulated group intervention/exercise). The entire class should be afforded the opportunity to participate in the activity. The activity will be directly related to one of several counseling theories or approaches included in course materials. Students will prepare a typed “Activity Synopsis” (2 to 3 pages), making a copy for the professor and for the other students in the class. The “Activity Synopsis” should include the following information:

- Brief description of the technique
- Needed materials
- History/background of the technique (i.e., theoretical foundation)
- Purpose and rationale for use of the technique
- Goals and objectives related to the intervention
- Clientele of choice (i.e., type of group, presenting problem, etc.)
- Merits
- Drawbacks or cautions
- Leader skill or training requirements
- Variations of/on the technique
- Applicability to diverse populations
- References, 2 minimum

**Jeopardy Activity: 100 points.** Questions and answers for the Jeopardy activity will be developed by students in the course. Each student will be responsible for writing a total of 8 brief answers and detailed questions (in the Jeopardy Q/A format) covering material provided in course lectures, discussions and readings prior to the midterm activity.

- NOTE: Jeopardy answers and questions must be written according to the format provided in the rubric for this assignment.

**Final Exam: 100 points.** The final exam will be a comprehensive exam comprised of multiple-choice, true-false, and essay questions covering material from assigned course readings and lectures.

**Grading:**

Attendance and Active Participation	100 points
Self-Analysis & Reflection Paper	50 points
Group Activity/Exercise	150 points
Midterm Jeopardy Activity	100 points
Final Exam	100 points
<b>TOTAL</b>	<b>500 points</b>

**Grading:** Final letter grades will be assigned based on the following distribution:

<b>A</b>	93-100	<b>C</b>	73-76
<b>A-</b>	90-92	<b>C-</b>	70-72
<b>B+</b>	87-89	<b>D+</b>	67-69
<b>B</b>	83-86	<b>D</b>	63-66
<b>B-</b>	80-82	<b>D-</b>	60-62
<b>C+</b>	77-79	<b>F</b>	Below 60

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**Course Schedule:**

<u>Date</u>	<u>Topic</u>	<u>Reading/Assignments DUE</u>
10/3/14	Syllabus Review & Course Introduction Types of Group Group Dynamics and Process	<b>Jacobs:</b> Chapter 1- 3; 14
10/4/14	Stages of Group (planning, beginning, middle, closing/termination) Group Development Forming Groups/Member Selection	<b>Jacobs:</b> Chapters 4-5; 12; 15
10/5/14	Effective Group Leadership Leadership Styles & Skills Group member Roles	<b>Jacobs:</b> Chapters 6-11; 16
10/24/14	<i>NO CLASS</i>	<i>DUE: emailed by 6:00PM MTN.</i> • <i>Jeopardy Questions</i>
10/31/14	Theories of Group Counseling Managing Problem Situations in Group Multicultural/Diversity Issues Ethical Issues	<b>Jacobs:</b> Chapters 13, 17-18 <i>DUE: Self-Analysis &amp; Reflection Paper(in class)</i>
11/1/14	Simulated Group Intervention	<i>DUE: Simulated Group Intervention &amp; Handout (in class)</i>
11/2/14	<b>Course Wrap-up</b> Jeopardy Activity Final Exam	

**NOTE:** Assigned reading must be completed *prior* to coming to class. Class lectures, discussions, and activities will build on assigned readings, so completing reading assignments prior to class is essential for successful participation in the course.

***Additionally, late assignments will not be accepted***

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**Portable Electronic Devices:** Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and iPods. Although not an audio issue, texting is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Please also remember that any unauthorized audio recordings of class will not be allowed and would be considered unprofessional and unethical. Thank you for your cooperation.

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**PowerPoint Presentations:** PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

**Academic Conduct:** Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

Student Handbook: <http://www.unco.edu/dos/handbook/index.html>

**Professional Conduct:** Students are expected to adhere to the appropriate code of ethics for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

**Disability Statement:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

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**The instructor may make changes to the syllabus as the course proceeds. If this is necessary, these changes will be announced in class. Have a great semester!**

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