University of Northern Colorado  
Spring 2015  
APCE 662 Group Dynamics and Facilitation  
Syllabus

Instructor: Betty Cardona PhD., LPC  
Class Times:  
March 27-28-29  
April 24- 25- 26  
Friday: 4:00-10 pm.  
Saturday: 8-5 pm.  
Sunday: 8-4 pm.  
Office: McKee 287  
Email: Betty.Cardona@unco.edu  
By Appointment  
Phone: (970) 351-1627  
Office Hours:

Teaching Assistant: Connie Couch  
E-Mail: couc2753@bears.unco.edu

Prerequisite: APCE 607

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.

Required Text:  

**Students are responsible for the information in the editions of the texts listed above. Should a student choose a different edition, they do so understanding that they may not have the most accurate/up to date information for assignments.

Recommended Textbooks for Consultation (icebreakers and proposal)

MASS: Allyn & Bacon.  


This course is designed to meet the Council for the Accreditation of Counseling and Related Education Programs (CACREP) 2009 Standards.

**KNOWLEDGE AND 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). *Standard is assessed by group co-leadership facilitation and Group Fair facilitation.*

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). *Standard is assessed by Group co-leadership and Group Fair facilitation.*

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). *Standard is assessed by group co-leadership facilitation.*

4. Understand group theories of counseling, including commonalities, distinguishing characteristics, and pertinent research and literature (CACREP II.G.6.c). *Standard is assessed by Group Proposal submission.*

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). *Standard is assessed by Group Proposal submission.*

6. Understand group strategies for working with and advocating for diverse populations, including multicultural competencies (CACREP II.G.2.d). *Standard is assessed by Group Proposal submission.*

**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.
**Methods of Instruction:**
The methods for instruction for this class are going to be lecture, small group activities, experiential groups, class presentations, media, small group discussions.

<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Student Learning Outcomes Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society (CACREP II.G.6).</td>
<td>Text-Reading and Personal Reflection</td>
</tr>
<tr>
<td></td>
<td>Psycho-Educational Group Project Proposal</td>
</tr>
<tr>
<td>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).</td>
<td>Psycho-Educational Group Project Proposal</td>
</tr>
<tr>
<td></td>
<td>Group Proposal Facilitation</td>
</tr>
<tr>
<td>Understand group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles (CACREP II.G.6.b).</td>
<td>Group Proposal Facilitation</td>
</tr>
<tr>
<td>Understand group theories of counseling, including commonalities, distinguishing characteristics, and pertinent research and literature (CACREP II.G.6.c).</td>
<td>Psycho-Educational Group Project Proposal</td>
</tr>
</tbody>
</table>
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).

Ice breaker Activity Fair
Psycho-Educational Group Project Proposal
Group Proposal Facilitation

Understand group strategies for working with and advocating for diverse populations, including multicultural competencies (CACREP II.G.2.d).

Psycho-Educational Group Project Proposal
Group Proposal Facilitation

Course Requirements/Assignments:
Evaluation:
Students will be evaluated as to their behaviors in the following activities:

1. Attendance and Group Membership: 10%

REQUIRED BEHAVIORS:
There can be no substitute for attendance in this class. Much of your learning will take place as a result of your membership and participation in the group. Before beginning this class, you should make a commitment to be present and actively involved at each session. (You owe an explanation to the group members for any absence—not just the instructor.) This will provide students with an opportunity to experience the group process as a member. This experience will not be evaluated or have an impact on the student’s grade. CACREP accreditation requires that students experience the group process as a part of their training.
(A) Come to class having read the text assignment and prepared to discuss the reading. You will be evaluated on your participation in the discussions of the information on group counseling.
(B) Come to class prepared to fully engage in the personal growth segment of the class. Attempt to self-disclose as much as you are comfortable, and offer feedback to others in your group. Your behavior as a member of this group will not be evaluated for a grade. Confidentiality will be discussed on taken seriously.
2. Text-Reading and Personal Reflection: (required but not graded, prepare to discuss in class)

At the end of the course, you will be discussing with your personal reflections on your experience with your peers and instructors. Discussion will be as follows:
(a) “What did I learn about myself?”
(b) “What did I learn about others?”
Will be discussed the second weekend.

REQUIRED READING PRIOR TO CLASS
Prior to the first weekend of class, read and be prepared to discuss:
**All assigned readings may not be discussed in class, but you are responsible for having read the material.

March 27-29: Pages 1-252:
(B) First section of Part 2: Theoretical Approaches to Group Counseling (Psychoanalytic, Adlerian, Psychodrama, Choice Theory/Reality therapy, Solution-Focused)

Prior to the second weekend, read and be prepared to discuss:
April, 24, 25, 26:
(A) Second section of Part 2: Theoretical Approaches to Group Counseling (Person-Centered, Gestalt, Transactional Analysis, Cognitive-Behavioral, Existential, Person-Centered, Gestalt)
(B) Part 3: Integration and Application (pages 453 – 502)

3. Activity Fair: 15%
Each student will bring an Icebreaker activity to share with the group the first weekend in class. Students should prepare a single page description of the activity including the following: (a) Title of the activity, (b) purpose of the activity and how it could be related to purpose statements of specific group – give two examples, (c) citation – if you took this activity from a book provide a specific reference including page number, (d) list of materials needed, and (e) specific directions. Bring to class a copy of this sheet for each class member and the instructor. Be prepared to demonstrate the activity with your class members. Demonstrations are limited to 15 minutes. **Due First Day of Class, March 27.**

4. Group Proposal Assignment 30%
Each leader and co-leader will submit a proposal for a group appropriate for delivery in their school, or agency setting. Each team will choose a theoretical approach and one category/type from the lists provided to present to the class. The group proposal will be typewritten in APA 5th Edition style. The proposal should be a minimum of 10-15 pages in length and adhere to the following format:

a) Purpose and Nature of the Group: Describe the purpose and the nature of the group, makeup of participants, how they will be recruited and screened, and your exclusion and inclusion criteria. Where, when, how often, and how long will the group meet?
b) Your chosen theory and style of group leadership. How will the group’s work be accomplished?

c) Will you have a co-therapist? Describe how you intend to work together.

d) Forms: (Bring copies for each of your fellow students).

- **Group Flyer:** Create a one page inviting and ethically honest description of your group which you will give to clients of their information.

- **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 the leader. Clarify what client 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.

- **Client’s evaluation:** Create a form that your group members can fill out at the end of each meeting in 5 minutes or less.

- **Counselor group meeting summary sheet (record keeping)**

e) First Meeting: Describe how you would begin the first meeting. How will you directly or indirectly begin setting structure and modeling desired norms? Will you address potential absences? Tardiness?

f) Anticipate Critical Incidents: Given the type of group, the specific population and the meeting in place of your group, the expected issues your group addresses, and your chosen theory and style of leadership, what problems and critical incidents do you anticipate? How do you intend to handle them?

g) Anticipate transference and countertransference issues: Given the population you would be working with, what transference/countertransference issues do you expect, and how will you address and manage them?

h) Closure/Termination/Aftercare/Referrals: How will you structure the ending of your group and what follow-up if any, would you offer?

i) Introduction – Using the literature, support your rationale for utilizing group work and a particular group type (task, psycho-educational, counseling, or therapy) for the selected population.

Students must cite at least 4 references besides the text and any class readings. Secondary sources are acceptable, but not desirable. At least one source must be an original research-based journal article. References must be listed on a separate reference page following APA 5th edition style. No presentations are required. **Due, April 25.**
3. Psycho-educational Group (Co-Facilitation): 35%

The class will be divided into leaders and co-leaders based on your track in the program (e.g. school, CFT and clinical). Each team will plan and implement a psycho-educational group for diverse populations. The group will have a leader and co-leader to facilitate group activities, and demonstrate techniques. This group is to be psycho-educational in nature, rather than strictly process-oriented. Facilitation will be evaluated on criteria appropriate for the delivery of a professional group. Each group will have 60 minutes to co-lead their group. Due, April 26.

Evaluation of Co-leadership

- Demonstration of basic leader skills listed above
- Balanced co-leadership
  - the co-leaders should be equally active leading the group
  - it is not satisfactory for one co-leader to do most of the talking and the other to be a silent observer
- Demonstration of beginning, working focus, processing and closure.

Professionalism 10%: Becoming a professional counselor means assuming responsibility for not only your clients’ well-being, but for the well-being of the school or agency where you work, as well as the reputation of the profession itself. As such, we expect you to conduct yourself with the same level of professionalism that will be expected of you in a work setting. This encompasses confidentiality and respect in your presentations and management of clinical material; professional dress while working with clients; respect for colleagues, clients, faculty and others in your conversation and behavior; timeliness, attentiveness, and participation in all class meetings, assignments and activities (including clinical documentation); timely and respectful communication with faculty and colleagues; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness and other appropriate activities.

Requirement Checklist:
- Attendance and Group Membership (10%)
- Text-Reading and Personal Reflection (NA)
- Icebreaker Activity Fair (15%)
- Psycho-educational Group Facilitation (35%)
- Group Proposal Assignment (30%)
- Professionalism (10%)

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>Below 60</td>
</tr>
</tbody>
</table>
### Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 27</td>
<td><em>Part 1: Basic Elements of Group Process</em>&lt;br&gt;Introduction to Group Work, Group Leadership, Ethical and Professional Issues</td>
<td>Chapters 1-3 (pages 1-69)  Icebreaker DUE</td>
</tr>
<tr>
<td>March 28</td>
<td>Early Stages in Development of a Group, Later Stages, <em>Part 2: Theoretical Approaches</em>: Psychoanalytic, Reality Theory</td>
<td>Chapters 4, 5, 6, 15</td>
</tr>
<tr>
<td>March 29</td>
<td>Psychodrama, Existential, Solution-Focused</td>
<td>Chapters 8, 9, 16</td>
</tr>
<tr>
<td>April 24</td>
<td>Person-Centered, Gestalt, Transactional Analysis Approaches</td>
<td>Chapters 10-12</td>
</tr>
<tr>
<td>April 25</td>
<td>Cognitive-Behavioral, Rational-Emotive</td>
<td>Chapters 13-14, 17, 18</td>
</tr>
<tr>
<td>April 26</td>
<td><em>Part 3: Integration and Application</em>&lt;br&gt;Psycho-educational Group</td>
<td><strong>Personal Reflections</strong>&lt;br&gt;DISCUSSION</td>
</tr>
</tbody>
</table>

### Attendance Policy:
Readings and classroom discussion are critical. Because of the interactive format students are expected to attend ALL class sessions. *You are expected to notify your instructor (not your peers) via email, if you need to be absent from class.* A student who misses more than four hours (consecutive or otherwise) will automatically receive a full letter grade reduction in his or her final grade and/or may receive an incomplete for this course for this semester. Incomplete is given only in cases of illness, death in family, or other extreme circumstances. Proper documentation is required for an incomplete grade.
**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.


**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:** Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center at 970-351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.

**Diversity Statement:** The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in educational services on the basis of sexual orientation or political affiliation.”

(See [http://www.unco.edu/hr/AAEO_TitleIX.htm](http://www.unco.edu/hr/AAEO_TitleIX.htm).)

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity ([http://www.unco.edu/cebs/diversity](http://www.unco.edu/cebs/diversity)).
### Icebreaker Activity

#### Evaluation and Feedback Form

**Group Counseling: APCE 662**

Your presentation will be evaluated using the following scale in each of the categories below:

<table>
<thead>
<tr>
<th>Needs Improvement</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

#### Introduction:

- Drew our attention
- Drew group attention
- Outlined appropriate group populations for use

#### Preparation:

- Preparation apparent
- Practice apparent

#### Creativity:

- Did the presenter show creative thinking in the method of delivery?
- Did the presenter show creative methods of engaging group members?

#### Content:

- Were materials developmentally appropriate for the idealized audience?
- Was the activity impactful at creating comfort and cohesiveness?

#### Facilitation Style:

- Eye contact, volume, vocal variety, nonverbal body language
- Did presenter show sincerity or enthusiasm?

#### Conclusion:

- Answered group questions/concerns appropriately
- Showed finality, met time requirements, summarized usefulness of activity

#### Overall Rating of Icebreaker:
Co-Facilitation of Psycho-educational Group
Evaluation and Feedback Form
Group Counseling: APCE 662

Your presentation will be evaluated using the following scale in each of the categories below:

Needs Improvement → → → Excellent

Introduction:

1. Drew our attention
2. Drew group attention
3. Outlined Psycho-educational Components (what do you want members to walk away with?)

Preparation:

1. Preparation apparent
2. Practice apparent
3. Each facilitator prepared equally

Creativity:

1. Did the facilitators show creative thinking in the method of development and delivery of materials?
2. Did the facilitators show creative methods of engaging group members?

Group Counseling Skills:

1. Were group counseling skills implemented by all facilitators?
2. Were skills used appropriately?
3. Were skills effective at providing connections and insight within the group?

Content:

1. Were psycho-educational materials developmentally appropriate for this group?
2. Were materials accurately addressing the needs of the group?
3. Were materials used at appropriate times during the group process?
Facilitation Style:  

- Eye contact  
- Volume, vocal variety  
- Nonverbal Body language (fidgeting, posture, gestures, etc.)  
- Did facilitators show sincerity or enthusiasm?

Co-Leadership:  

- Apparent discussion between leaders on group norms and how to work together effectively  
- Roles of each co-leader clearly identifiable  
- Were the co-leader roles collaborative as opposed to competitive (tension or irritation)?  
- Did leaders build on each other’s work and move the group in the same direction?

Overall Team Cohesiveness:  

- Facilitators connected to each other  
- Other facilitators were attentive and supportive of one another  
- Met time requirements

Conclusion:  

- Ended with session summary  
- Provided focus for time apart and next session (including time/date)  
- Answered group questions/concerns appropriately

Overall Rating of Facilitation:  

- Includes style, content, organization, skills, creativity, and cohesiveness

GRADE OR ASSIGNED POINTS:  
______________________________________________

Comments from Instructors: