

University of Northern Colorado
Spring 2018
APCE 662 Group Dynamics and Facilitation
Lowry Campus
Syllabus

INSTRUCTOR: Betty Cardona PhD., LPC

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CREDIT HOURS: 3 semester hours.

CLASS DATES AND TIMES: February 23-25 & March 09-11. Friday 4-10, Saturdays-Sundays 9 am to 5pm.

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 Texts:

Corey, G. (2015). *Theory & practice of group counseling*. (9th ed.). Belmont, CA: Brooks/Cole.

****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)

Barlow, C., Blythe, J., & Edmonds, M. (1998). *A handbook of interactive exercises for group*. MASS: Allyn & Bacon.

Brabender, V.A., Fallon, A.E. & Smolar, A.I. (2004) *Essentials of group therapy*. Hoboken, NJ: Wiley.

Conyne, R. K., Crowell, J. L., & Newmeyer, M. D. (2008). *Group techniques: How to use them Purposefully*. Upper Saddle River, NJ: Pearson Education.

Conyne, R. (1999). *Failures in group work: How we can learn from our mistakes*. Thousand Oaks, CA: Sage Publications.

DeLucia, J., Bridbord, K., Kleiner, J., Nitza, A. (2006). *Group Work Experts Share Their Favorite Activities: A Guide to Choosing, Planning, Conducting and Processing*. Association for Specialists in Group Work. Alexandria, VA.

- Donigian, J. & Hulse-Killacky, D. (1999). *Critical incidents in group therapy*. (2nd Ed.). Belmont, CA: Wadsworth/Brooks Cole.
- Forsyth, D. R. R. (2005). *Group dynamics* (4th ed.). Stamford, CT: Wadsworth.
- Gladding, S. T. (2007). *Groups: Counseling specialty* (5th ed.). Upper Saddle River, NJ: Pearson Education.
- Greenberg, K. (2003). *Group counseling in k-12 schools: A handbook for school counselors*. Upper Saddle River, NJ: Prentice-Hall.
- Group Work Practice Kit: How to Improve the Everyday Practice of Group Work. (2014). Sage
- Keene, M. & Erford, B. T. (2007). *Group activities: Firing up for performance*. Upper Saddle River, NJ: Pearson Education.
- Salazar, C. (2009). *Group Work Share Their Favorite Multicultural Activities: A Guide to Diversity Competent Choosing, Planning, Conducting, and Processing*. Association for specialists in Group Work. Alexandria, VA.
- Yalom, I. (2005). *Theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

This course is designed to meet the Council for the Accreditation of Counseling and Related Education Programs (CACREP) 2016 Standards.

KNOWLEDGE AND SKILL OUTCOMES: Upon successful completion of this course students will:

1. Understand theoretical foundations of group counseling and group work. (CACREP II. 6.a.). *Standard is assessed by group co-leadership facilitation and Group Fair facilitation.*
2. Understand dynamics associated with group process and development (CACREP II. 6.b.). *Standard is assessed by Group co-leadership and Group Fair facilitation.*
3. Understand therapeutic factors and how they contribute to group effectiveness (CACREP II.6.c.). *Standard is assessed by group co-leadership facilitation.*
4. Understand characteristics and functions of effective group leaders (CACREP II.6.d.).
5. Approaches to group formation, including recruiting, screening and selecting members. (CACREP II. 6. e.). *Standard is assessed by Group Proposal submission.*
6. Understand types of groups and other considerations that effect conducting groups in varied settings. (CACREP II. 6.f.). *Standard is assessed by Group Proposal submission.*
7. Ethical and culturally relevant strategies for designing and facilitating groups (CACREP II. 6.g.).
8. Direct experiences in which students participate as group members in a small group activity, approved by the program, by a minimum of 10 clock hours over the course of one academic term (CACREP II. 6.h.).

Course Content:

This course is designed to address CACREP 2016 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 for Instruction:

The methods for instruction for this class are going to be lecture, small group activities, experiential groups, class presentations, videos, and small group discussions.

Student Learning Outcomes APCE 662

CACREP Standard 2016	Student Learning Outcomes Assessment
Understand theoretical foundations: group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society (CACREP II. 6.a., 6.b.)	Text-Reading and Personal reflection. Students will be able to identify how groups develop and what skills to use facilitate development in a culturally responsive manner.
Understand principles of group dynamics, including group process components, recruitment process, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work and ethical considerations (CACREP II. 6.c., 6.e. 6. g.)	Psycho-Educational Group Project Proposal Group Proposal Facilitation. Students will be able to identify therapeutic factors for group effectiveness, as well as decisions in group recruitment.
Understand group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles (CACREP II. 6.d., 6. f.).	Group Proposal Facilitation Students will demonstrate knowledge of facilitation styles and group types as well as ethically relevant strategies for facilitating diverse groups.
Students will gain direct experience as group members for a minimum of 10 clock hours over the course of the semester (CACREP II. 6.h.) (Direct experience continued CACREP II.6.h.)	Psycho-Educational Group Project Proposal Students will experience what it is like to be a group member and process this experience in class with instructor and students.

<p>Characteristics and functions of effective group leaders (CACREPII 6.d.)</p>	<p>Ice breaker Activity Fair</p> <p>Psycho-Educational Group Project Proposal</p> <p>Group Proposal Facilitation</p> <p>Students will be able to identify effective group leadership through personal in-class experience and assigned readings.</p>
<p>Exposure to direct experience and activity (CACREP. II. 6.h.).</p>	<p>Psycho-Educational Group Project Proposal</p> <p>Group Proposal Facilitation</p>

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 and 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 your personal reflections, specifically 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?”

REQUIRED READING PRIOR TO CLASS

Prior to the first day 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. See Class Schedule for required readings.**

3. Icebreaker Activity Fair: 15%

Each student will prepare and bring an Icebreaker activity to share with the group the second week 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 **20 minutes. Due Sunday February 11th. Sign-up sheet for presentation will be distributed in class on Friday February 9th.**

4. Group Proposal Assignment 35%

As a co-leader for the psychoeducational groups in class, you will submit a proposal for a group appropriate for delivery in a 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 6th 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) Will you have a co-therapist?** Describe how you intend to work together.
- c) Forms:** (Bring copies for each of your fellow students when you run your group in class).

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

-Informed Consent: Create an informed consent form for you and your participants to sign. Include:

- The pros and cons of group participation
- Expectations and responsibilities of both group members and the leader.
- Clarify what the 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)

- d) First Meeting:** Describe how you would you begin the first meeting. How will you directly or indirectly begin setting structure and modeling desired norms? Will you address potential absences? Tardiness?
- e) Closure/Termination/Aftercare/Referrals:** How will you structure the ending of your group and what follow-up, if any, would you offer?

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. These articles may not be older than 10 years. References must be listed on a separate reference page following APA 6thth edition style. No presentations are required. Rubrics will be provided in class. **Due March 11th. Sign-sheets for co-leading with be distributed in class Sunday February 11th.**

5. Psycho-educational Group (Co-Facilitation) 30%

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 50 minutes to co-lead their group and will begin on March 26th.**

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.

6. **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. In addition, please note that feedback, both delivery and receiving, are imperative to your professional development. Feedback is an investment in yourself and your colleagues. As such, you will be responsible for delivering face-to-face thoughtful, meaningful feedback to your peers; you will also be responsible for remaining open to receiving feedback. Please maintain professionalism and respect throughout this process.

Requirement Checklist:

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

Late Paper Policy

Students who turn in late papers will lose 10 points for every 24 hours the assignment is late (e.g. a paper that would have merited an "90" will received a "80", if submitted within 24 hours after the due date). Any paper submitted after the due date and time (11:59pm of due date), will receive a ten-point deduction. Students may request an extension for a paper/assignment during the course of the semester, for emergencies only. An extension of a paper/assignment will only be granted at the discretion of Dr. Cardona.

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

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

Course Schedule: Subject to change.

Date	Topic	Reading/Assignments DUE
February 23 rd .	Introduction to Group Work, Group Leadership Styles/the leader as a person.	Corey Chapters 1 & 2
February 24 th	Ethical and Professional Issues in Group Practice Sign-up sheets to conduct icebreakers. Proposal Reviews.	Corey Chapter 3
February 25 th	Stages of Group Development Teams, Topics and Stages of Development for Psychoeducational Groups Co-leading sign-up sheet dates finalized	Icebreakers Due Corey Chapters 4 & 5
March 09 th	Psychodrama	Corey Chapter 7, 8, 9
March 10 th	Solution-Focused Groups Psychoeducational Groups Working with Adolescents Working with Women	Readings TBD
March 11 th	Working with Multicultural Groups. Wrap-up, personal reflections and meta-processing.	Co-Leading Groups Due. Proposals Due.

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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. All assignments are submitted using Safe Assign

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: Disability Resources: It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>

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.”

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (<http://www.unco.edu/cebs/diversity>).

Sexual Misconduct/Title IX Statement

The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC's Title IX Coordinator. "Disclosure" may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

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:

Needs Improvement → → →→ Excellent

Introduction:	1	2	3	4	5
<ul style="list-style-type: none"> • Drew our attention • Drew group attention • Outlined appropriate group populations for use 					
Preparation:	1	2	3	4	5
<ul style="list-style-type: none"> • Preparation apparent • Practice apparent 					
Creativity:	1	2	3	4	5
<ul style="list-style-type: none"> • Did the presenter show creative thinking in the method of delivery? • Did the presenter show creative methods of engaging group members? 					
Content:	1	2	3	4	5
<ul style="list-style-type: none"> • Were materials developmentally appropriate for the idealized audience? • Was the activity impactful at creating comfort and cohesiveness? 					
Facilitation Style:	1	2	3	4	5
<ul style="list-style-type: none"> • Eye contact, volume, vocal variety, nonverbal body language • Did presenter show sincerity or enthusiasm? 					
Conclusion:	1	2	3	4	5
<ul style="list-style-type: none"> • Answered group questions/concerns appropriately • Showed finality, met time requirements, summarized usefulness of activity 					
Overall Rating of Icebreaker:	1	2	3	4	5

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 2 3 4 5

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

Preparation: 1 2 3 4 5

- Preparation apparent
- Practice apparent
- Each facilitator prepared equally

Creativity: 1 2 3 4 5

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

Group Counseling Skills: 1 2 3 4 5

- Were group counseling skills implemented by all facilitators?
- Were skills used appropriately?
- Were skills effective at providing connections and insight within the group?

Content: 1 2 3 4 5

- Were psycho-educational materials developmentally appropriate for this group?
- Were materials accurately addressing the needs of the group?
- Were materials used at appropriate times during the group process?

Facilitation Style: 1 2 3 4 5

- Eye contact

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

Co-Leadership: 1 2 3 4 5

- 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: 1 2 3 4 5

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

Conclusion: 1 2 3 4 5

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

Overall Rating of Facilitation: 1 2 3 4 5

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

GRADE OR ASSIGNED POINTS:

Comments from Instructors: