APCE 606: Theories and Practice in Group Guidance
Summer 2015: Lowry Campus
Course Syllabus

Instructor: Bernadine Knittel, Ph.D.
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C) 970-396-6590

Class Times: July 10-12;
August 7-9

Email: Bernadine.Knittel@unco.edu
Office hours: By appointment

Prerequisites: APCE 602 & 607
Co-Requisite: APCE 605

Course Description:
This course is designed to introduce students to the theory and methods of group counseling including applications in school settings for helping students with educational planning, career decisions, and interpersonal relations.

Required Texts:


Additional Required Readings:

Knowledge & Skill Outcomes (Objectives): 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.2.d).

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

7. Know the theories and process of effective counseling and wellness programs for groups of students (CACREP SC.C.1).

8. Understand 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 (CACREP SC.C.5).

Course Content:
This course is designed to address CACREP 2009 standards for Group Work (section II.G.6) and School Counseling (SC) Standards. This course will provide an overview of group counseling and guidance 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. This course will specifically address effective group counseling methods and interventions for use in a school or educational setting.

Methods of Instruction:
Instruction will occur via the following modalities: lecture, discussion, experiential activities, and role-play.

Course Requirements/Assignments:
Readings: Complete all readings as assigned. The course is designed to build upon these readings. It is imperative that the readings are completed thoroughly and in a timely manner.

Attendance & Timeliness of Assignments: On time attendance at all class meetings is expected. Additionally, the instructor holds an expectation that all
participants will contribute to each class. Therefore, attendance, punctuality, preparation, and participation are crucial and mandatory. Because the course is condensed into six meetings, a one-day absence from face to face class meetings will result in unsuccessful completion of the course. If an emergency situation arises, you must speak with the instructor.

Assignments:

**Icebreaker Activity (5 points). (CACREP SC.C.5)**

Choose an icebreaker activity that could be used to build group cohesion and rapport within a small counseling, psycho-educational, task, or peer-helping group.

**DUE DATE:** July 12

**Student Population Info-graphic (25 points). (CACREP II.G.2.d)**

**DUE DATE:** August 7

Choose a student population (see the list below) with whom a school counselor might work in small groups. Choose three credible sources of statistics describing your chosen population. Synthesize the information you find into an info-graphic that provides other school counselors, teachers, and administrators with information about the student population. You may choose to focus on a national or state representation of the student population for one of the following groups:

1. Children of Alcoholics
2. Children of Divorce
3. Adolescent Substance abuse
4. Survivors of Sexual Abuse
5. Bullies and Victims of Bullying
6. Students with Disabilities
7. Adolescent Sexual Activity
8. Children with an Incarcerated Parent
9. Children living with Grandparents
10. Children living in Poverty
11. Children who Witness Violence
12. Children with Food Instability
13. Homeless Children
14. English Language Learners
15. College Bound Students
16. Non-College Bound Students
17. Others? Need instructor approval
Group Plans (Proposals) (60 points)
DUE DATE: August 9 when class begins (CACREP II.G.6)

You will create a group plan (6 sessions-30-45 minutes each) that addresses the needs of one of the populations below. You will choose one level: elementary, middle or high school.

Create a group plan on any of these topics:
Children of Alcoholics
Children of Divorce
Bullies and Victims of Bullying
Homeless Children
College Bound Students
Social Skills
Study Skills
Achievement
Relationship Issues
Students with Disabilities
Children living with Grandparents
Children living in Poverty
Gifted and Talented Children
English Language Learners
New Students
Adolescent Substance Abuse
Body Image
Self Esteem
Career Exploration
Goal Setting
Dealing with Chronic Illness
Children with an Incarcerated Parent
Grief and Loss
Stress Management
Trauma Stress
Multicultural Issues
Diversity Issues (gender, sexual orientation, race, religion, etc.)
Groups for children in military families
Anger and Aggression Management
Prevention
Your final product should include a set of six lesson plans with the following components:

- Setting: elementary, middle, high school
- You will be graded on the following:
- Summary of what the research says concerning the specific population you have chosen (approx. 2 pages) including 5 current peer-reviewed journal articles (past 10 years) (CACREP II.G.6.c) 10 points
- Description of the guiding theory and rationale for choice of theory (approx. 2 pages) CACREP SC.C.1 5 points
- Lesson plans including specific goals and objectives as well as step-by-step instructions for implementing the group and plans for evaluation 30 points
- Every lesson should include a specific way you hope to build group cohesion 3 points
- Evaluation/assessment plan to measure group goals and for overall evaluation/assessment plan 7 points
- Identify any ethical and legal issues important to consider when running this group (approx. 1 page) 3 points
- Informed Consent Permission Form 2 points

Your group plan must be original on the sense that you are not to copy various sample sessions or techniques published elsewhere. You are encouraged to review many units to supplement your ideas, but the application of these ideas should be your own.

**Group Plan (Proposal) handout and 5 minute presentation (10 points)**
**DUE DATE: August 9 (all CACREP areas addressed under group plan)**

- One page handout for each class member and the instructor synthesizing your group plan. This not a step-by-step overview of each session. Instead, consider what would be MOST helpful to your classmates. Provide any reference resources on the back of handout. 5 points
- Elaborate on key points on your handout. 5 points
- You do not need PPT

**Final Exam**: (can be negotiated, with the exception of the practical component)

**Practical Portion (15 Points)**:  
Exam will be an opportunity for you to demonstrate your ability to apply course content. You will lead 15 minutes of a group for the class, and reflect on your leadership (what went well, what would you do differently, what would you like to do different next time).
Reflection Paper (35 points) (CACREP SC.C.1):

You will write an APA paper that includes the following:

- What group theories, group types, group topics, and leadership style(s) are a good fit with your worldview, experiences, style of counseling and probable clients. Provide rationale for each area. **10 points**
- What group dynamic areas will be the most difficult for you? Why? How will you deal with these areas? You can also address the group stages here as you answer these questions. **10 points**
- What will be the biggest challenge(s) for you in working with culturally diverse populations? How will you deal with those challenges? **3 points**
- How do you envision incorporating group work into your school counseling duties? **10 points**
- Have you ever participated in group counseling either as a participant, facilitator or both? How were those experiences for you? **2 points**

Or:

Content Portion (35 points):
This portion of the final exam will consist of 35 multiple-choice questions drawn exclusively from assigned readings. Although you will be able to reference your readings/notes the test will be timed (45 minutes).

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

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<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>93-100</td>
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<td>A-</td>
<td>90-92</td>
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<td>B+</td>
<td>87-89</td>
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Course Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments DUE</th>
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<tbody>
<tr>
<td>7/10</td>
<td>Introduction</td>
<td>Jacobs: Chapters 1-3; 17</td>
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<td>Stages of Group</td>
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<td>Purpose of Groups</td>
<td>Sink: Chapters 1 &amp; 4; 9&amp; 10</td>
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<td>Working with Specific Populations</td>
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<td>Legal Considerations</td>
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Planning
Jacobs: Chapters 4-6
Sink: Chapters 3 & 5

Getting Started
Facilitating

7/11

Focus
Cutting off and Drawing Out
Icebreaker Due

Rounds and Dyads
Sink: Chapters 6-8

Conducting Groups in Schools

7/12

Exercises
Midstages
Info-Graphic Due

Closing a Session or Group

8/7

Using Counseling Theories
Jacobs: Chapters 13-14; 16 & 18

Counseling and Therapy
Sink: Chapter 2

Dealing with Problem Situations

8/8

Issues in Group Counseling

Group Work in Action

8/9

Group Plan Proposals
Group Plan Presentations
Final Exam: Practical Portion & Content Portion

Academic Conduct:
Cheating on examinations, 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.