

UNIVERSITY OF NORTHERN COLORADO: EXTENDED STUDIES PROGRAM
SCHOOL OF APPLIED PSYCHOLOGY AND COUNSELOR EDUCATION
APCE 662: Group Theory and Dynamics
Spring 2022 Course Syllabus

Instructor: Danielle M. Kahlo, Ph.D.
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Office Phone: (970) 351.1021

Class Times: F (4-10pm), S (8-5), S (8-4)
Email: danielle.kahlo@unco.edu
Office Hours: By Appointment

COURSE DATES: Online November 1 – December 12

Synchronous class sessions/seat time: November 19-21 and December 10-12
(Fri 4-10pm; Sat 8am-5pm; Sun 8am-4pm)

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.

PREREQUISITE:

APCE 607

CO-REQUISITE:

APCE 605

NOTE TO INSTRUCTOR:

This course is designed to meet the Council for the Accreditation of Counseling and Related Education Programs (CACREP) 2016 Standards. To meet accreditation standards for counselor education programs, students who successfully complete the course must master the following knowledge and skill outcomes. Please include the following knowledge and skill outcomes and course content items in your syllabus.

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

1. Theoretical foundations of group counseling and group work (CACREP Standard: 2.F.6.a). *Covered in Corey text (CH.1), lecture & group discussion; assessed in group proposal*
2. Dynamics associated with group process and development (CACREP Standard: 2.F.6.b). *Covered in Corey text (CH. 2, 5-9), lecture & group discussion, and Canvas articles and videos on key points to running a group; assessed in group proposal and facilitation exercise.*

3. Therapeutic factors and how they contribute to group effectiveness (CACREP Standard: 2.F.6.c). *Covered in Corey text (CH.2, 4), lecture & group discussion, Canvas articles and videos; assessed by group facilitation activity.*
4. Characteristics and functions of effective group leaders (CACREP Standard: 2.F.6.d). *Covered in Corey text (Ch.2, 4), lecture & group discussion, Canvas videos and articles on key points to run a group; assessed in group proposal and facilitation activity.*
5. Approaches to group formation, including recruiting, screening, and selecting members (CACREP Standard: 2.F.6.e). *Covered in Corey text (CH.5), lecture & group discussion, Canvas videos and articles on key points to run a group; assessed by group proposal.*
6. Types of groups and other considerations that affect conducting groups in varied settings (CACREP Standard: 2.F.6.f). *Covered in Corey text, lecture & group discussion on ASGW Best practices; assessed by group proposal.*
7. Ethical and culturally relevant strategies for designing and facilitating groups (CACREP Standard: 2.F.6.g). *Covered in Corey text, lecture & group discussion, multicultural self-awareness activities, ACA Code of Ethics reading, ASGW Best practices readings; assessed in group proposal and facilitation activity.*

COURSE CONTENT:

This course is designed to address CACREP 2016 standards for Group Work (Section 2.F.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.

APCE 662: Group Dynamics and Facilitation

Students will demonstrate an understanding of the group counseling process, including theories of group development, group dynamics, the application of group counseling theories, as well as group leadership and management skills.

Knowledge Learning Outcome Assessed	Exemplary	Proficient	Partially Proficient	Beginning
<p>Group Development</p> <p>Student demonstrates an understanding of the group development process, group dynamics, group-related theories, and specific group counseling techniques.</p>	<p>Student demonstrates a superior level of understanding of the group development process, group dynamics, group-related theories, and specific group counseling techniques. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level understanding of the group development process, group dynamics, group-related theories, and specific group counseling techniques. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited understanding of the group development process, group dynamics, group-related theories, and specific group counseling techniques. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of understanding of the group development process, group dynamics, group-related theories, and specific group counseling techniques. The student performs well below what would be expected of an entry-level counselor.</p>
<p>Group Process</p> <p>Student demonstrates knowledge and skill in group formation, including determining group type; group size; recruiting,</p>	<p>Student demonstrates a superior knowledge and skill in group formation, including determining group type; group size;</p>	<p>Student demonstrates basic, entry-level knowledge and skill in group formation, including determining group type;</p>	<p>Student demonstrates limited knowledge and skill in group formation, including determining group type; group size;</p>	<p>Student demonstrates a lack of knowledge and skill in group formation, including determining group type; group size;</p>

screening, and selecting members; establishing ground rules as well as methods for ending/terminating the group.	recruiting, screening, and selecting members; establishing ground rules as well as methods for ending/terminating the group. The student performs well above what would be expected of an entry-level counselor.	group size; recruiting, screening, and selecting members; establishing ground rules as well as methods for ending/terminating the group. The student performs equivalent to what would be expected of an entry-level counselor	recruiting, screening, and selecting members; establishing ground rules as well as methods for ending/terminating the group. The student performs below what would be expected of an entry-level counselor.	recruiting, screening, and selecting members; establishing ground rules as well as methods for ending/terminating the group. The student performs well below what would be expected of an entry-level counselor.
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Group Strategies				
Student demonstrates the ability to describe, select, and appropriately use strategies from accepted and culturally appropriate theories and models for group counseling.	Student demonstrates a superior ability to describe, select, and appropriately use strategies from accepted and culturally appropriate theories and models for group counseling. The student performs well above what would be expected of an entry-level counselor.	Student demonstrates a basic, entry-level ability to describe, select, and appropriately use strategies from accepted and culturally appropriate theories and models for group counseling. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates a limited ability to describe, select, and appropriately use strategies from accepted and culturally appropriate theories and models for group counseling. The student performs below what would be expected of an entry-level counselor.	Student demonstrates a lack of ability to describe, select, and appropriately use strategies from accepted and culturally appropriate theories and models for group counseling. The student performs equivalent to what would be expected of an entry-level counselor. The student performs well

				below what would be expected of an entry-level counselor.
<p>Group Management</p> <p>Student demonstrates the ability to manage the group process, including tracking client's behavior within the group, documenting client progress, and identifying needs and issues that may require a modification in the group process or treatment plan.</p>	<p>Student demonstrates a superior ability to manage the group process, including tracking client's behavior within the group, documenting client progress, and identifying needs and issues that may require a modification in the group process or treatment plan. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level ability to manage the group process, including tracking client's behavior within the group, documenting client progress, and identifying needs and issues that may require a modification in the group process or treatment plan. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited ability to manage the group process, including tracking client's behavior within the group, documenting client progress, and identifying needs and issues that may require a modification in the group process or treatment plan. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of ability to manage the group process, including tracking client's behavior within the group, documenting client progress, and identifying needs and issues that may require a modification in the group process or treatment plan. The student performs well below what would be expected of an entry-level counselor.</p>

<p>Goal Facilitation</p> <p>Student demonstrates the ability to facilitate growth of individual group members and the group as a whole, by setting goals, monitoring progress, and addressing issues that arise that either facilitate or impeded group members' development.</p>	<p>Student demonstrates a superior ability to facilitate growth of individual group members and the group as a whole, by setting goals, monitoring progress, and addressing issues that arise that either facilitate or impeded group members' development. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level ability to facilitate growth of individual group members and the group as a whole, by setting goals, monitoring progress, and addressing issues that arise that either facilitate or impeded group members' development. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited ability to facilitate growth of individual group members and the group as a whole, by setting goals, monitoring progress, and addressing issues that arise that either facilitate or impeded group members' development. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of ability to facilitate growth of individual group members and the group as a whole, by setting goals, monitoring progress, and addressing issues that arise that either facilitate or impeded group members' development. The student performs well below what would be expected of an entry-level counselor.</p>
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Required Text:

Corey, M., Corey, G., Corey, C. (2018). *Groups Process and Practice*. (10th ed.). Belmont, CA: Cengage Learning.

****Students are responsible for the information in the editions of the text(s) above.****

Recommended Books:

- 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., and Newmeyer, M. D. (2008). *Group techniques: How to use them more 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.
- Goodrich, K., Luke, M. (2015). *Group Counseling with LGBTQI Persons*. American Counseling Association.
- Greenberg, K. (2003). *Group counseling in k-12 schools: A handbook for school counselors*. Upper Saddle River, NJ: Prentice-Hall.
- Salazar. C. (2009). *Group Workers Share Their Favorite Multicultural Activities: A Guide to Diversity-Competent Choosing, Planning, Conducting, and Processing*. Association for Specialists in Group Work. Alexandria. VA.
- *Group Counseling with Adolescents: A Multicultural Approach*. Association for Specialists in Group Work. Alexandria. VA.
- Yalom, I. (2020). *Theory and practice of group psychotherapy* (6th ed.). New York: Basic Books.

Supplemental Materials: *It is the responsibility of the student to obtain these materials, available on the Internet, which relate to his/her major area of study.*

Colorado Board Rules and Frequently Asked Questions of student's specialty area, e.g., marriage and family therapists, professional counselors, unlicensed psychotherapists, etc. Found on Internet at <http://www.dora.state.co.us/> On left margin of main web page, click "Division of Registrations." In center of next page find, "SELECT A PROFESSION." Select your professional area. Select "Board Rules," or "Frequently Asked Questions." Review both documents for class.

American Counseling Association 2014 *Code of Ethics*.

(Available through the ACA webpage.)

---and/or---

American Association of Marriage and Family Therapy 2013 *Code of Ethics*.

(Available through the AAMFT webpage.)

---and/or---

American School Counselor Association 2010 *Ethical Standards for School Counselors*.

(Available through the ASCA webpage.)

Methods of Instruction: The methods for instruction for this class are going to be synchronous meetings on Zoom, lecture and discussion, videos, self-reflection reading and writing activities, small group experiential activities, class presentations, and practicing group facilitation.

COURSE REQUIREMENTS: See the ASGW Best Practice Guidelines and ASGW Multicultural and Social Justice Competence Principles, for guidance on the nature and purpose of these assignments

I. Group Proposal

Each student will develop a proposal for a specific counseling group, consisting of at least six sessions. Sessions outlined will correspond with a stage of the group process, i.e., Initial, Transition, Working, Final, and Termination, and Post-group, (a follow-up session).

The proposal will be based on one of the specific theoretical approaches outlined in the textbook, illustrating students' ability to incorporate the stages of group process with a specific theoretical orientation. This proposal should be appropriate for delivery in your school or agency setting.

There are three components: (1) 7-10 page paper with handouts and references, (2) an in-class presentation of the proposal, and (3) an in-class demonstration of facilitating one of your proposed group sessions.

Students will write the proposal using APA 7th Edition style. Use the following headings:

- a) Introduction and Theoretical Orientation
- b) Purpose and Nature of the Group
- c) Content: Detailed description of each session of the group experience.
- d) Critical Incidents: anticipated issues at that group stage.
- e) Group Closure/Termination/Aftercare/Referrals
- f) Group Flyer: Create a one-page flyer with a description of your group.

HANDOUTS:

- (a) Group Flyer
- (b) Informed Consent
- Client evaluation

II. Group Presentation and Facilitation:

Each student will formally present their group project outline and handouts (20-30 minutes), and immediately following their presentation of the group, they will implement one session from their proposal by facilitating a 30-minute session with the class. This two-part presentation will occur during the second weekend of class. This mock session is to be psychoeducational in nature, rather than process-oriented (if your proposal was for a more process-oriented group, you will need to adapt it to be psychoeducational for the purposes of this activity). Facilitation will be evaluated on criteria appropriate for delivery of a professional group.

III. Group Lab Reflection Paper

The expectation for participants in the group lab will be that you are fully involved and contributing to the group process. *Faculty will not be provided information about the content of student disclosures, only about appropriate participation.*

There can be no substitute for attendance in this lab. 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. This lab will provide students with an opportunity to experience the group process as a member. This experience will be pass/fail only. CACREP accreditation requires that students experience the group process as a part of their training.

Students will write a 1-2 page [single spaced] reflection paper on this group lab experience, that is due by 5:00 pm the Monday following the lab. The paper will be evaluated on writing style as well as substance. You are reflecting on YOUR experience, no one else's – so share about what YOU learned, how YOU were challenged, what (if anything) was difficult for YOU and why, what YOU learned about YOURSELF as a result.

Note: Confidentiality of group members and the leader should not be compromised nor violated as this requirement is completed. Students are not to include names or descriptive characteristics of anyone in the group, and are not to include evaluative statements about the group leader, either positive or negative. Breaking confidentiality or evaluating others in this manner will negatively impact your grade on this paper. This paper is a reflection on your own process—content is not required. It should therefore be minimal, if incorporated at all.

IV. Leading Group Activities (“Icebreakers”):

During the FIRST weekend of class, each student will prepare an Icebreaker activity to facilitate with the class during the first weekend of the course. Upload on Canvas a single page description of the activity including the following: (a) Title of the activity, (b) purpose of the activity, (c) citation –specific reference including page number, (d) list of materials needed, and (e) specific directions. Be prepared to demonstrate the activity with your class members. Demonstrations are limited to 15 minutes.

Several sources are provided on the recommended textbook list on this syllabus to use for Icebreakers and proposals. Your icebreaker should come directly from the counseling literature and not public websites. If you wish to use an icebreaker you “heard” or “saw” somewhere, you **MUST** find the source of the icebreaker in the counseling literature in order to use it in class, otherwise, please select a different icebreaker from the literature.

V. 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 throughout the Zoom synchronous classes is mandatory. Attendance is a critical component of this course, as there is a concentrated focus on experiential learning (process in addition to content).

Missing four hours or more of class will result in failure of the course. Missing significant portions of time less than four hours will result in corresponding deductions to your final letter grade (i.e., missing *one* hour = a deduction a full letter grade, etc.). Being tardy for class (more than 10 minutes late) is disruptive to both the instructor and your peers, and can delay the group activities which will take place throughout the course. Therefore they will be considered a hindrance to the group process. Three or more will be counted as one unexcused absence, and each *unexcused* absence will result in a one letter grade deduction from your final grade.

(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.

[C] Reading Assignments and Personal Reflection. At the end of the course, you will be discussing your personal reflections on your experience. Discussion will be as follows:

- (a) “What did I learn about myself?”
- (b) “What did I learn about the group process?”
- (c) “How will this help me be a better group facilitator?”

Active participation is essential and your participation grade will be evaluated in the following way:

- **Excellent (90-100%)** – 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 (80-89%)** – 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 (70-79%)** – Passive participation: present, awake, alert, attentive, but not actively involved.
- **Unsatisfactory (69% or less)** – Uninvolved: absent, present but not attentive, sleeping, answering email, surfing the web, texting, making irrelevant contributions that inhibit the progress of the discussion.

COURSE EVALUATION: Your final grade will be based on the following elements:

- Group proposal (30%).
- Presentation of the proposal, and facilitation of a group session (25%)
- Lab Reflection Paper (15%)
- Leading Group Activities/Icebreakers (15%)
- Class Participation (15%)

A final letter grade is based on total points accumulated from each of the above elements; they are weighted proportionally as noted.

A	94-100	C	73-76
A-	90-93	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

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, text-messaging 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.

PowerPoint Presentations and Lecture Materials: PowerPoint presentations & lecture materials used in class are for instructional purposes only and will not be released to the students for personal use.

Academic Conduct: Cheating on assignments or 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.

APCE Policy on Plagiarism: Plagiarism is the act of appropriating the written, artistic, or musical composition of another, or portions thereof; or the ideas, language, or symbols of same and passing them off as the product of one's own mind. Plagiarism includes not only the exact duplication of another's work but also the lifting of a substantial or essential portion thereof. Students who have engaged in the act of plagiarism will be given an "F" in that course. The matter will be referred to the Review and Retention Committee. The decision of the Committee with regard to plagiarism includes the possibility that the student be dismissed from his or her respective program and from UNC.

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

APCE Professional Membership Policy: As a graduate student in a professional training program, the faculty of the Division strongly encourage you to become a member of your professional association, e.g., ACA, AAMFT, ACES, ASCA, NASP, as well as Local State and/or Regional memberships.

UNC's Policies: UNC's policies and recommendations for academic misconduct will be followed:

ADA and TITLE IX Syllabus Statements

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 students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

Title IX

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Students who have experienced (or who know someone who has experienced) any of these incidents should know that they are not alone. UNC has staff members trained to support students to navigate campus life, to access health and counseling services, to provide academic and housing accommodations, to help with legal protective orders, and more.

Please be aware all UNC instructors and most staff members are required to report their awareness of sexual violence to the Office of Institutional Equity and Compliance (OIEC). This means that if students tell an instructor about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, the instructor must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in OIEC will contact the reporting students to let them know about accommodations and support services at UNC as well as their options to pursue a process to hold accountable the person who caused the harm to them. Students who have experienced these situations are not required to speak with OIEC staff regarding the incident. Students' participation in OIEC processes are entirely voluntary.

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future.

UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>

UNC Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>

UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic

Students who are survivors, who are concerned about someone who is a survivor, or who would like to learn more about sexual misconduct or report an incident, can visit www.unco.edu/sexual-misconduct. Students may also contact OIEC at 970-351-4899 or email titleix@unco.edu.

Academic Integrity

Students are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Dean of Students Office. More information about the academic misconduct process can be found in UNC's Student Code of Conduct (BEAR Code).

Attendance

Students are expected to attend class regularly. Each instructor determines the relationship between class attendance, the objectives of the class, and students' grades. Instructors are responsible for articulating their attendance policies and their effect on grades to students. Students are responsible for knowing the attendance policy of each course. Only the instructor can approve students' absences. Students are responsible for requesting such approval. In an effort to create inclusive learning environments, instructors should not require doctors' notes to determine whether or not to excuse an absence.

COVID-19

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. Students should review the Coronavirus website for the current academic term for the most up to date guidance. Students who fail to comply with UNC's public health requirements, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office.

The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

Equity and Inclusion

The University of Northern Colorado (UNC) embraces the diversity of students, faculty, and staff. UNC honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. People of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, sizes and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness of others' individual and intersecting identities. For information or resources, contact the Division of Diversity, Equity and Inclusion, at 970-351-1944. If students want to report an incident related to identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance.

Food Insecurity and Basic Needs

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Students who

face challenges (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS will help connect students with appropriate referrals based upon their needs. The Dean of Students Office can be reached at dos@unco.edu or via phone at 970-351-2001.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations.

As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change

Some students may have changed their names to better reflect their gender identity or for other reasons. The process to request that the University change the name that appears on Canvas and on the course roster is available here: <https://www.unco.edu/registrar/name-change.aspx>

Writing Center

The Writing Center offers three kinds of sessions to meet your writing needs: In-Person, Email, and Zoom Sessions. Trained Writing Center Consultants can assist you with writing assignments from any course or subject. Even if you think your writing is pretty good, it's always nice to have another reader look over your work.

To guarantee a session time, make an appointment using our online scheduling system by visiting our website (below). We also have walk-in session times available during our scheduled open hours, Monday – Friday 9:00 am – 4:00 pm in the Writing Center, Ross Hall 1230 as well as walk-in sessions in the library (first floor) Monday – Thursday evenings, 5:00 pm – 8:00 pm.

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor.

For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center.

Outline of Course Schedule

Dates	Material	Assignments and Exams
Weekend One: Friday	Corey Chapters 1-2 (Module 1)	Reading of assigned material Small Group Activities and Self-Reflection Assignments Leading Activity Exercises
Saturday	Corey Chapters 3-4 (Module 2)	Reading of assigned material Small Group Activities and Self-Reflection Assignments Leading Activity Exercises
Sunday	Corey Chapters 5-9 (Module 3)	Reading of assigned material Small Group Activities and Self-Reflection Assignments
LAB APCE 605	Experiential Group Lab (F, S)	Active Participation as Directed by Lab Instructor Group Lab Reflection Paper DUE (email to Instructor) by 5pm the following Monday.
Weekend Two: Friday	Corey Chapters 4, 10	Reading of assigned material Small Group Activities and Self-Reflection Assignments Group Proposal: DUE by 4pm Friday.
Saturday	(Module 4)	Small Group Activities and Self-Reflection Assignments Group Presentations and Co-Facilitation Demonstrations.
Sunday	(Module 5)	Small Group Activities and Self-Reflection Assignments Group Presentations and Co-Facilitation Demonstrations.

This Class Outline is tentative and subject to modifications as instructor sees appropriate.

Late Assignment Policy: *Late assignments 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 during the course for emergencies only, reviewed at the instructor’s discretion; no extensions should be assumed or expected to be approved.*