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

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Teaching Assistant: Reka Farago, LPC, CST
Email: reka.farago@unco.edu

Class Times Online: October 12-13
October 26-27th.
Lowry Face-to-Face meeting times:
October 14th-28th 9-4pm

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.

This course will have a CANVAS shell set up with all the instructions and access to online and face-to-face materials. Students will have access to the course materials one week before class starts.

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)


This course is designed to meet the Council for the Accreditation of Counseling and Related Education Programs (CACREP) 2016 Standards, as well as Quality Matters (QM) Standards for online teaching and learning.

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

1. Understand group theories of counseling, including commonalities, distinguishing characteristics, and pertinent research and literature (CACREP II.F.6.a). *Standard is assessed by Group Proposal submission.*
2. Understand principles of group dynamics, including group process components, and group members’ roles and behaviors (CACREP II.F.6.b). *Standard is assessed by Group co-leadership and Group Fair facilitation.*

3. Understand therapeutic factors and how they contribute to group effectiveness, including developmental stage theories (CACREP II.F.6.c). *Standard is assessed by Group co-leadership and Group Fair facilitation.*

4. Understand group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles (CACREP II.F.6.d). *Standard is assessed by group co-leadership facilitation.*

5. Understand group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society (CACREP II.F.6.e). *Standard is assessed by group co-leadership facilitation and Group Fair facilitation.*

6. Understand group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (CACREP II.F.6.f). *Standard is assessed by Group Proposal submission.*

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

**Course Purpose based on QM Standards:**

This course features an examination of theoretical bases of group counseling including group types, group development, leadership styles and skills. The course covers techniques for group work and application to various populations. After successful completion of this course, you will know what you need to start running groups.

**Course Objectives:**

1. Differentiate and demonstrate knowledge of group theories of counseling, including commonalities, distinguishing characteristics and pertinent research literature.

2. Summarize principles of group dynamics including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work.

3. Implement therapeutic factors and demonstrate how they contribute to group effectiveness, including developmental stage theories.

4. Produce a group leadership or facilitation style and approach, including demonstration of characteristics of various types of group leaders and leadership styles

5. Demonstrate group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society.

6. Explain group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.
7. Demonstrate group counseling strategies for working with and advocating for diverse populations, including multicultural competencies.

**Course Content:**
This course is designed to address CACREP 2016 standards for Group Work (section II.F.6), as well as meet the instructional strategy requirements for online teaching and learning based on QM Standards. 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 method for instruction for this class is going to be online materials, ongoing discussion with peers and instructor online, including videos, handouts and other materials online for the basis of these discussions. In addition, two in-person meeting times on the Lowry campus for group facilitation. This course is hybrid; therefore, it incorporates traditional lecture and experiential activities as well as online delivery methods using CANVAS as the online platform. Delivery approaches will include a variety of distance education approaches such as video lectures, discussion groups, to acquaint students with group work in counseling and related fields. During the face-to-face portion of this class, there will be opportunities for class discussions, group discussions, in addition to the group co-facilitation requirement.

**Online Discussions & Activities:** Participation and attendance in the discussions and activities are essential components of this class. Students are expected to actively participate in the online class discussions (in CANVAS) and related activities according to the class schedule. These discussions and activities will provide students with opportunities for online dialogue, questions, and interactions related to the class material. Grades will be assigned according to the rubrics posted on CANVAS. There will be multiple discussion topics throughout the course duration. Discussions are based on the readings; therefore, students must complete all assigned reading material during the course. It is expected that students participate in online discussions on the dates listed for the class times, except on the face-to-face days.
<table>
<thead>
<tr>
<th>CACREP Standard</th>
<th>Student Learning Outcomes Assessment</th>
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</thead>
<tbody>
<tr>
<td>Understand group theories of counseling, including commonalities, distinguishing characteristics, and pertinent research and literature (CACREP II.F.6.a).</td>
<td>Psycho-Educational Group Project Proposal</td>
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<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.F.6.b).</td>
<td>Psycho-Educational Group Project Proposal Group Proposal Facilitation</td>
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<tr>
<td>Understand therapeutic factors and how they contribute to group effectiveness, including developmental stage theories (CACREP II.F.6.c).</td>
<td>Group co-leadership Group Fair facilitation.</td>
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<tr>
<td>Understand group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles (CACREP II.F.6.d).</td>
<td>Group Proposal Facilitation</td>
</tr>
<tr>
<td>Understand group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society (CACREP II.F.6.e).</td>
<td>Text-Reading and Personal Reflection Psycho-Educational Group Project Proposal</td>
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</tbody>
</table>
| Understood group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (CACREP II.F.6.f). | 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.F.2.g). | 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 Points**

**REQUIRED BEHAVIORS:**
Students are expected to attend all online and face-to-face class sessions as listed on the course calendar. Attendance at the face to face meetings and participation in online activities is essential for the success of the hybrid experience. Student participation will be tracked in the following ways: number of responses, depth of responses and general active time spent in Canvas. Tracking tools on the instructor interface help assess time and engagement in the course. Make sure you reach out to your instructor if you encounter difficulties and/or keeping up with the course, so we can help you find a solution, such as directing you to technical support or accepting your work through email if Canvas shows on the instructor end that your attempts to upload have been unsuccessful. **Technical assistance for CANVAS is (970) 351-4357.** Make sure you have your Bear number ready so they can look you up.

(A) Come to online discussions having read the text assignment and prepared to discuss the reading and your reactions to it. 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.**
Text-Reading and Personal Reflection: (required but not graded, prepare to discuss online and 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?”
**This content 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. You are responsible for being able to discuss all reading materials on the online discussion board in Canvas, as well as on the face-to-face days.**

October 14th: Pages 1-221:
(B) First section of *Part 2: Theoretical Approaches to Group Counseling* (Psychoanalytic, Adlerian, Psychodrama, Existential) (pages 125 – 252)

Prior to the second weekend, read and be prepared to discuss:
October 28th: Pages 222-421:
(A) Second section of *Part 2: Theoretical Approaches to Group Counseling* (Person-Centered, Gestalt, Transactional Analysis, Cognitive-Behavioral, Rational-Emotive, Solution-Focused) (pages 253 – 452)
(B) *Part 3: Integration and Application* (pages 453 – 502)

3. Icebreaker Activity Fair 15 Points
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, (c) citation from a professional counseling journal, book. The suggested readings provides several resources for students to consult. (d) list of materials needed, and (e) specific directions. Bring to class a copy of your handout to the instructors. Be prepared to demonstrate the activity with your class members. Demonstrations are limited to 15 minutes. **Due October 14 during the Face-to-Face meeting.**
4. Group Proposal Assignment 35 Points
Each leader and co-leader will submit a proposal for a group appropriate for delivery on an agency setting. Each team will choose a theoretical approach and a topic to develop their proposal. The group proposal will be typed in APA 6th Edition style. The proposal should be a minimum of 10-15 pages in length and adhere to the following format:

A. 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. At least one source must be an original research-based journal article. References must be listed on a separate reference page following APA 6th edition style. No presentations are required. First Draft Due July 15th Final Draft Due November 4th. All materials are set up to be submitted in CANVAS. No hard copies are required. Multiple Examples of Icebreakers Handouts are going to be available on CANVAS a week before class starts.

B. 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
   - Your exclusion and inclusion criteria, with rationale
   - Where, when, how often, and how long will the group meet?

C. Forms:
   1. Group Flyer: Create a one page inviting and ethically honest description of your group which you will give to clients of their information.
   2. 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, and 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.
   3. Client’s evaluation: Create a form that your group members can fill out at the end of each meeting in 5 minutes or less.
   4. Counselor group meeting summary sheet (record keeping)

E. Closure/Termination/Aftercare/Referrals: How will you structure the ending of your group and what follow-up if any, would you offer? Multiple Examples of Proposals are going to be available on CANVAS before class.
3. **Psycho-educational Group (Co-Facilitation): 30 Points**

Each team will plan and implement a psycho-educational out of their proposals and facilitate a session in class. 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 October 28th.**

**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.

4. **Professionalism: 10 Points**

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, during this course we expect you to conduct yourself with the same level of professionalism expected of you in a work setting. This encompasses confidentiality and respect in your presentations and management during class, appropriate dress while attending class, respect for colleagues, faculty and others in your conversation and behavior. Timeliness, attentiveness, and participation in all class meetings, assignments and activities; 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. Phones are allowed only when you have an emergency, or when you are on call, let instructors know in advance. Computers are allowed if they are used for class content only. The appropriate use of technology will be graded under professional behavior and will impact your final grade by 10%.

**Requirement Checklist:**
- Attendance and Group Membership (10 Points)
- Professionalism (10 Points)
- Text-Reading and Personal Reflection (NA)
- Icebreaker Activity Fair (15 Points)
- Group Proposal Assignment (35 Points)
- Psycho-educational Group Facilitation (30 points)
Grading: Final letter grades will be assigned based on the following distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<td>B</td>
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<td>D-</td>
<td>60-62</td>
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<td>F</td>
<td>Below 60</td>
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Attendance Policy:
attend and actively participate in all course sessions. Absences should be in case of emergencies and need documentation.

- Only one excused absence will be approved, any additional absences will result in a drop of a full letter grade.
- If a student is not present during a lecture by instructors or student’s presentation, the student will need to demonstrate review of the information and provide a brief paper addressing the specific content missed in class due the following session.
- A student who misses more than four hours (consecutive or otherwise) including coming late to class or retuning to the classroom after a break, will automatically receive a full letter grade reduction on their final grade and/or may receive an incomplete for this course.
- Incomplete is given only in cases of illness, death in family, or other extreme circumstances. Proper documentation is required for an incomplete grade.
- You are expected to notify your instructor (not your peers) PRIOR TO CLASS via email, if you need to be absent from class. In case of emergency email your instructor as soon as possible.
- If an emergency occurs while in class, talk with instructor before leaving class.

University Regulations Absence Policy

3-2-109(2) Absence Policy. Regular attendance in all classes is assumed. Each instructor determines the relationship between class attendance, the objectives of the class and the student’s grade. The instructor is responsible for informing students of attendance policies and the effect of attendance on their grade. The student is responsible for knowing the policy of each course in which he or she enrolls. Only the instructor can approve a student request to be absent from class. The student is responsible for requesting such approval when absence is unavoidable. Students involved in University-sponsored activities, including intercollegiate athletics, may need to be excused from a class, lab, or studio meeting. In all instances it is the student’s responsibility to present a written request for permission for the absence from the instructor. The student must also discuss how the absence will affect his/her ability to meet the course requirements. Students should do this as early in the semester as
possible. While instructors should seek to the greatest extent possible, consistent with course requirements, to make reasonable accommodations for a student University of Northern Colorado Student Affairs 6 University Regulations involved in University-sponsored activities, students should recognize that not every course can accommodate absences and neither the absence (nor the notification of an absence) relieves them from meeting the course requirements. In recognition of the diversity of the student body, the University provides that a student may request an excused absence from class for participation in religious observances. In all such instances, it is the student’s responsibility to request, in writing, that the instructor permit the absence. The student must also discuss how the absence will affect the student’s ability to meet the course requirements. A student should make any such requests before the course drop deadline for the semester. Attendance during the first two class sessions is required. The instructor has the option to drop a student from class is he or she does not attend the first two hours during which the class meets, in order to allow other students to enroll.

**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. To request an extension for a paper/assignment, contact Dr. Cardona in person or by email.

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

**Portable Electronic Devices**: Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices. Text messaging is a distraction to other students and prevents you from full participation in class, personal electronic devices should not be on your desk. 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 instructors know. If you need to take a phone call during class, please step out of the classroom while you complete your call, this is part of your professional behavior grade 10%.

**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.

**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 ACA code of ethics. Any behavior that is deemed unethical will be grounds for dismissal from the program. All information shared in a counseling course is confidential; therefore, disclosure of any kind including audio taping of the course is a violation of the ACA code of ethics.

**Accommodations Statement:**
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/.

**Inclusivity 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, administrators and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

**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.

**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.

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

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

**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/AEEO_TitleIX.htm](http://www.unco.edu/hr/AEEO_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)).
<table>
<thead>
<tr>
<th>Module Name &amp; Objectives</th>
<th>Materials</th>
<th>Activities</th>
<th>Assessments</th>
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</table>
| **MODULE 1** Introduction to Group Work Objectives: Introduce the major topics of group work. Describe the types of groups and other considerations that affect conducting groups. Identify key aspects of brief group therapy. | Chapter # 1 Introduction to Group Work: A Multicultural Perspective Power Points. Here is a link to a very comprehensive site, containing information about groups, purpose, Benefits, activities, etc. The students could benefit from it during multiple points of the course perhaps, Such as for discussion point in canvas, the activities they can save for group work in their career etc. 

[https://positivepsychologyprogram.com/group-therapy/](https://positivepsychologyprogram.com/group-therapy/)  
Comprehensive handout about major topics and other group considerations (break this down into multiple handouts?) | Take notes on PP’s Post on Discussion Board. Learning in Action. Identity Reflection Activity Watch sessions on streaming video Respond to discussion prompts. | Write a 15-page APA Style Psych Education Group Project Proposal. Due November 4th |

**WEEKEND #1** Due October 15th CANVAS ACTIVITIES
- Discussion Response. Please respond to the instructors’ main question in depth, using the weekly materials, chapter, handouts, videos, and then, to two peers’ responses unless noted otherwise.
- Your first posting will be introducing yourself in one paragraph...
to the group, including your counseling background if applicable.
Next, respond to two other group member's introductions.

- Canvas Discussion Responses will be ongoing with a variety of topics assessing your in-depth understanding of the materials provided in the middle column called “materials”.
- PPT outlining your proposal topic idea

<table>
<thead>
<tr>
<th>MODULE 2 Theories and Techniques of Group Counseling</th>
<th>Chapter # 4, 6, 7, 8, 9. Theories and Techniques of Group, Initial Stage of a Group, Transition Stage of a Group, Working Stage of a Group, Final Stage of a Group. Power Points. Evolution and Challenges DVD and Workbook. Available online through Cengage Learning's. <a href="http://www.cengagebrain.com">www.cengagebrain.com</a> We will watch this session in class October 14th. Leading Adolescent Groups:</th>
<th>Take notes on PP’s Learning in Action Section of Textbook</th>
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<tr>
<td>Write a 2-page reflection paper of the challenges</td>
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</table>
Provide a general framework for theory applied to practice

Demonstrate how techniques are associated with each theory of group work

Describe practical ways to develop an integrative approach to group counseling.


Working Stage/ Termination

Developmental consideration in an 8th grade Multicultural Group:

**Module 2 Questions**
What theory do you gravitate towards and how may that work for group therapy? Look at “therapeutic forces” on the handout. Describe #14, the leader’s attitude towards the members, from your theory’s perspective.


[Submit a 3-minute video of you describing a group leader skill from your theory and limitations of your group counseling theory of choice and submit on Canvas on October 14th.](https://bit.ly/2NYvgxL)

**MODULE 3 The Group Counselor**

Explore common

Chapter # 2 The Group Counselor

Power Points

Learning in Action Section in Textbook

[Weekend # 2 Due October 29th](https://bit.ly/2zP4qVz)
Module 3 Questions

1. How would you address an issue of one group member “dominating” group time with their story?
2. What are 3 **characteristics** you believe are crucial for an effective leader and why? (hint: handout has information)
3. What are “rounds” and “dyads” when it comes to drawing out quiet members? What are 2 other **skills** you can discuss that is a key component of an effective leader?

**Module 4 Forming a Group**

List and discuss the main tasks required in forming a group

- **Chapter # 5 Forming A Group.**
  Group work sessions for each theory.

  - Mindfulness based Cognitive Behavioral Group Therapy: [https://search-alexanderstreet-com.unco.idm.oclc.org/view/work/bibliographic_entity%7Cvideo_work%7C1874638](https://search-alexanderstreet-com.unco.idm.oclc.org/view/work/bibliographic_entity%7Cvideo_work%7C1874638)
  - Existential Psychotherapy group: [https://search-alexanderstreet-com.unco.idm.oclc.org/view/work/bibliographic_entity%7Cvideo_work%7C1778712](https://search-alexanderstreet-com.unco.idm.oclc.org/view/work/bibliographic_entity%7Cvideo_work%7C1778712)
  - Adlerian Parenting Group Session: [https://www.youtube.com/watch?v=PsNt4P0e6DI&t=810s](https://www.youtube.com/watch?v=PsNt4P0e6DI&t=810s)
  - Reality Therapy: [https://search-alexanderstreet-com.unco.idm.oclc.org/view/work/bibliographic_entity%7Cvideo_work%7C1778864](https://search-alexanderstreet-com.unco.idm.oclc.org/view/work/bibliographic_entity%7Cvideo_work%7C1778864)
  - Cultural Diversity Youth Group: [https://search-alexanderstreet-com.unco.idm.oclc.org/view/work/bibliographic_entity%7Cvideo_work%7C2698898](https://search-alexanderstreet-com.unco.idm.oclc.org/view/work/bibliographic_entity%7Cvideo_work%7C2698898)
  - Interpersonal Group Therapy (with Addictions) [https://www.youtube.com/watch?v=szS31h0kMI0&list=PLzBEbN8MAAe1bKs2rUdt39PGZVoDtd6zS](https://www.youtube.com/watch?v=szS31h0kMI0&list=PLzBEbN8MAAe1bKs2rUdt39PGZVoDtd6zS)

**Self-Assessment of Group Leadership Skills**

- **Attitude Questionnaire on Group Leadership.**

- **Module Proposals Due**

- **Post on Discussion Board.**
  Here I will have specific questions for each chapter.

- **Submit your revised informed consent on Canvas highlighting any changes you made.**

- **Discussion Responses on Canvas throughout weekend**

- **Submit your informed consent and comment on errors or strengths you see on a peer’s informed consent.**
**Module 4 Questions (the answers will be in more places than the handouts)**

1. Discuss ways you plan to recruit members for your group
2. What are 2-3 important questions to make sure you ask each potential member for your group? Why are these questions crucial and what will you be listening for?
3. What are reasons you would screen someone out from your future group?
4. What is the role of your co-leader in the recruiting and screening phase?

**Module 5 Questions**

1. What two community groups (listed on the left) do you see yourself working with and why?
2. In the working phase of the two groups you described, what do you foresee as growth opportunities and critical incidents/ or challenging issues that may arise?
3. Look at the list of activities in the handouts, name an activity which could be effective for the two groups. Discuss why.

Chapter 11 Groups in Community Power Points.
Here I will have a case study with critical incidents for groups in communities.

Counseling Older Adults

https://search-alexanderstreet-com.unco.idm.oclc.org/view/work/bibliographic_entity%7Cvideo_work%7C1778823

Special topic: Microskills within Diversity issues
This video has subtitles about what the leader is doing and why:

https://search-alexanderstreet-com.unco.idm.oclc.org/view/work/bibliographic_entity%7Cvideo_work%7C1778741
with older adults
Explore the therapeutic value of grief work in groups.
<table>
<thead>
<tr>
<th>Rubric for Icebreaker Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation and Feedback Form</strong></td>
</tr>
<tr>
<td>Your presentation will be evaluated using the following scale in each of the categories below:</td>
</tr>
<tr>
<td>Needs Improvement → → → Excellent</td>
</tr>
<tr>
<td><strong>Introduction:</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>- Drew our attention</td>
</tr>
<tr>
<td>- Drew group attention</td>
</tr>
<tr>
<td>- Outlined appropriate group populations for use</td>
</tr>
<tr>
<td>- Preparation apparent</td>
</tr>
<tr>
<td>- Practice apparent</td>
</tr>
<tr>
<td><strong>Creativity and Content</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>- Did the presenter show creative thinking in the method of delivery?</td>
</tr>
<tr>
<td>- Did the presenter show creative methods of engaging group members?</td>
</tr>
<tr>
<td>- Were materials developmentally appropriate for the idealized audience?</td>
</tr>
<tr>
<td>- Was the activity impactful at creating comfort and cohesiveness?</td>
</tr>
<tr>
<td><strong>Facilitation Style:</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>- Eye contact, volume, vocal variety, nonverbal body language</td>
</tr>
<tr>
<td>- Did presenter show sincerity or enthusiasm?</td>
</tr>
<tr>
<td>- Answered group questions/concerns appropriately</td>
</tr>
<tr>
<td>- Showed finality, met time requirements, summarized usefulness of activity</td>
</tr>
<tr>
<td><strong>Overall Rating of Icebreaker:</strong></td>
</tr>
<tr>
<td>1</td>
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</tbody>
</table>
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:

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

### Introduction:

- Drew our attention
- Drew group attention
- Outlined Psycho-educational Components (what do you want members to walk away with?)
- Preparation apparent
- Practice apparent
- Each facilitator prepared equally

### Creativity:

- 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:

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

### Content:

- 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:

- 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?
• 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:
Group Proposal Rubric

APA/Grammar/Page Length

- Writing meets graduate level standards
- Adhered to APA 6th Edition
- Used at least 4 references (besides the text and any class readings)
- Minimum of 10-15 pages

Purpose and Nature of the Group:

- Describe the purpose and the nature of the group
- Composition of participants
- How they will be recruited and screened
- Exclusion and inclusion criteria.
- Where, when, how often, and how long will the group meet?

Forms:

- Group Flyer: ___/2.00
  - Create a one page inviting and accurately describe your group which you will give to clients for their information.
- Informed Consent: ___/5.00
  - 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.
  - Include your credentials (they can be fake for now)
- Client’s evaluation: ___/.50
  - 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) ___/5.0
- First Meeting: ___/1.0
  - 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?

Closure/Termination/Aftercare/Referrals:

• How will you structure the ending of your group and what follow-up if any, would you offer?

Total: ____/30

Feedback: