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Phone: 970-351-1627  
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Class Times Online: February 22nd - 23rd.  
March 8th - 9th, 2019.  
Lowry Face-to-Face meeting times: February  
23rd, March 10th, 8-5 pm, 2019.

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 MODULES. Each Module contains ALL materials needed. The  
shell also includes instructions in how to use Canvas and technical support if needed.  
Students will have access to the course materials TWO WEEKS before class starts.

Required Text:  
Cengage Learning.

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

Recommended Textbooks for Consultation (icebreakers and proposal)

MASS: Allyn & Bacon.  
Wiley.


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

GROUP COUNSELING AND GROUP WORK
1. Theoretical foundations of group counseling and group work
2. Dynamics associated with group process and development
3. Therapeutic factors and how they contribute to group effectiveness
4. Characteristics and functions of effective group leaders
5. Approaches to group formation, including recruiting, screening, and selecting members
6. Types of groups and other considerations that affect conducting groups in varied settings
7. Ethical and culturally relevant strategies for designing and facilitating groups
8. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

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 Content:**
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.

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

1. **Attendance and Group Membership: 10%**

**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.

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 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.**

**February 22nd-23rd:** Pages 1-221:
(B) First section of *Part 2: Theoretical Approaches to Group Counseling* (Psychoanalytic, Adlerian, Psychodrama, Existential) (pages 125 – 252)

**March 8th – 9th:** 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%**
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 icebreaker, (b) purpose of the icebreaker, (c) citation – the icebreaker is required to be from the counseling field. 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. (d) list of materials needed, and (e) specific directions for the icebreaker. Students will provide digital copy of the icebreaker to every peer in class. Bring to class ONE copy of your icebreaker for the Instructor the day you facilitate for the class. Be prepared to demonstrate the activity with your class members. **Handouts of Icebreakers are due the first day of class, February 22\textsuperscript{nd}, 2019. The facilitation of your icebreaker will be during the first Sunday of the F2F Time February 23\textsuperscript{rd} 2019.**

**Group Proposal Assignment 35%**

As a co-leader for a psychoeducational group, you will submit a proposal for a group appropriate for delivery in a school or agency setting. Each team of two students will choose a theoretical approach and one category/type of groups from the list provided. The proposal will be typewritten in APA 6th Edition style. The proposal should be a minimum of 10-15 pages in length (without handouts and references) 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 participants 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 and/or Handouts.** (Bring copies for each of your fellow students when you facilitate the group)

- **Group Flyer:** Create a one page flyer providing an ethically honest description of your group. Examples of flyers will be provided in Canvas.

- **Informed Consent:** Create an informed consent form for your participants to sign. This is a crucial, legal document, and must be in “ready-to-go” format, addressing **ALL** aspects of an informed consent. There are sample consent forms online, in the Psychological Services Clinic in Greeley, and in the UNC Psychological Clinic Manual Online. You must include information about:

  a) DORA, what it is, address and phone number

  b) Various levels of counselors such as Psychotherapists, CAC, LPC etc.

  c) Confidentiality

  d) **All limits to confidentiality**

  e) What grave disability means as part of limits to confidentiality

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In addition: Include the pros and cons of group participation, and the expectations and responsibilities of both group members and the leaders. Clarify what the clients 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. Please use all resources online to create this very crucial document, and ensure that is thorough and detailed. Multiple Examples of Icebreakers Handouts are going to be available on CANVAS a week before class starts.

d) Group Counseling Content:

Co-facilitators need to provide a description of EACH session for the group experience. Each session will include topic, learning outcomes, (what will be the take away for clients for that particular session) and the activity for the session. Students also need to provide a table that contains all sessions in the table. Examples of proposals in Canvas have tables like the one required for you to look at.

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

f) Counselor group meeting summary sheet (record keeping). Provide a form in your proposal.

g) Include in your proposal the 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?

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

A. Students must cite at least four references besides the textbook 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 6th edition style. No presentations are required. ALL headings in the description of the assignment are required. Rubrics and examples of proposals will be provided in class. Due March 18th, 2019. All assignments are set up to be submitted in CANVAS. No hard copies are required. Multiple Examples of Proposals are going to be available on CANVAS a week before class starts.

4. 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. CFT and Clinical). Each team will use their written proposal (previous assignment) and
facilitate a 50 minutes co-facilitation session in class. This group is to be psycho-educational in nature, rather than strictly process-oriented. Co-Facilitation will be evaluated on criteria appropriate for the delivery of a professional group, rubric will be provided in class. Co-Facilitations will be completed **March 10th, 2019 during the Face-to Face class.**

**Evaluation of Co-Facilitation:**

Demonstration of basic facilitation 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.

5. **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 class material; professional dress; 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.

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 and written thoughtful, meaningful feedback to your peers (your name will be included). 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:

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

Course Schedule: Subject to change.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic Online Content</th>
<th>Reading/Assignments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 22nd</td>
<td>Introduction to Group Work, Group Leadership Styles/the leader as a person.</td>
<td>Corey Chapters 1, 2, 3 Icebreaker Assignment DUE</td>
</tr>
<tr>
<td></td>
<td>Ethical and Professional Issues in Group Practice</td>
<td></td>
</tr>
<tr>
<td>February 23rd</td>
<td>Stages of Group Development, Theories of Group Counseling</td>
<td>Corey Chapters 5, 6 &amp; 7.</td>
</tr>
<tr>
<td></td>
<td>Icebreakers Facilitation</td>
<td>Corey Chapters 8, 9, 10, 11</td>
</tr>
<tr>
<td>February 24th</td>
<td>Face-to-Face Class. Teams, Topics and Stages of Development for Psychoeducational</td>
<td>Icebreakers Facilitation</td>
</tr>
<tr>
<td></td>
<td>Groups presentations dates finalized.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Psychoeducational Groups</td>
<td></td>
</tr>
</tbody>
</table>
March 8th

Gestalt-Adlerian Groups
Existential Groups
Multicultural Groups
Working with special groups (Women, Adolescents, Couples)

Corey Chapter 4

March 9th

Working with special groups (Women, Adolescents, Couples)

March 10th

Face-To-Face Co-facilitation
Co-facilitation

Wrap-up

Attendance Policy:
Attend and actively participate in all course sessions. Absences should be in case of emergencies and need documentation.

- A student who misses more than four hours (consecutive or otherwise) of the face to face time 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.
- 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 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 if 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 receive 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.

**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 SafeAssign


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

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

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

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

**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.