Instructor: Betty Cardona PhD., LPC  
E-Mail: Betty.Cardona@unco.edu  
Class Times: Friday 4-10 pm.  
Saturday: 8-5, Sunday 8-4.  
November 22-23-24  
December 13-14-15

Prerequisite: APCE 607

Course Description:  
This course features an examination of theoretical bases of group counseling including group types, group development, leadership styles and skills and application to various populations. Ethical group leadership is emphasized throughout the course.

Required 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.

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

GROUP COUNSELING AND GROUP WORK
1. Theoretical foundations of group counseling and group work (CACREP Standard: 2.F.6.a) (Met through readings, lecture, class discussions and experiential in-class activities)
2. Dynamics associated with group process and development (CACREP Standard: 2.F.6.b) (Met through class readings and reflections, lecture, discussions, consuming research and engaging in experiential in-class activities)
3. Therapeutic factors and how they contribute to group effectiveness (CACREP Standard: 2.F.6.c) (Met through readings and reflections, class lectures, videos and discussions, and in-class experiential exercises.)
4. Characteristics and functions of effective group leaders (CACREP Standard: 2.F.6.d) (Met through readings and reflections, class lectures, videos and discussions, and experiential activities and processing)
5. Approaches to group formation, including recruiting, screening, and selecting members (CACREP Standard: 2.F.6.e) (Met through readings, class lecture, discussions, consuming research and experiential projects)
6. Types of groups and other considerations that affect conducting groups in varied settings (CACREP Standard: 2.F.6.f) (Met through readings, lecture, class discussions, consuming research and experiential activities and projects)
7. Ethical and culturally relevant strategies for designing and facilitating groups (CACREP Standard: 2.F.6.g) (Met through readings, lecture, consuming research, in class discussions, experiential in-class activities, and projects)

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 (CACREP Standard: 2.F.6.h) Met through small group activities, experiential in-class exercises and projects, and small group demonstrations)

Research is infused into multiple assignments (ice breaker activity and group proposal) throughout the semester. The icebreaker will come directly from counseling literature, and the group proposal will be informed by relevant peer-reviewed sources. Students will utilize available resources to critically consume research that informs the content and experiences of this course and will integrate relevant research into class discussions and presentations. In addition to utilizing available research and databases, students will utilize APA format.

Course Content:
This course is designed to address CACREP 2016 standards for Group Work. 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 methods for instruction for this class are going to be lecture, small group activities, experientials, videos, and small group discussions.

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

1. Attendance and Group Membership: 10%

REQUIRED BEHAVIORS:
There can be no substitute for attendance in this class. Much of your learning will take place as a result of your membership and participation in the group. Before beginning this class, you should make a commitment to be present and actively involved at each session. (You owe an explanation to the group members for any absence–not just the instructor.) This will provide students with an opportunity to experience the group process as a member. This experience will not be evaluated or have an impact on the student’s grade. CACREP accreditation requires that students experience the group process as a part of their training.
(A) Come to class having read the text assignment and prepared to discuss the reading. You will be evaluated on your participation in the discussions of the information on group counseling.

(B) Come to class prepared to fully engage in the personal growth segment of the class. Attempt to self-disclose as much as you are comfortable, and offer feedback to others in your group. Your behavior as a member of this group will not be evaluated for a grade. Confidentiality will be discussed and taken seriously.

2. Text-Reading and Personal Reflection: (required but not graded, prepare to discuss in class)

At the end of the course, you will be discussing your personal reflections, specifically your experience with your peers and instructors. Discussion will be as follows:
(a) “What did I learn about myself?”
(b) “What did I learn about others?”

REQUIRED READING PRIOR TO CLASS
Prior to the first day of class, read and be prepared to discuss:
**All assigned readings may not be discussed in class, but you are responsible for having read the material. See Class Schedule for required readings.

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.

Nov 22-23-24: Pages 1-221:
(B) First section of Part 2: Theoretical Approaches to Group Counseling (Psychoanalytic, Adlerian, Psychodrama, Existential) (pages 125 – 252)

December: 15-16-17. 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)

1. Icebreaker Activity Fair: 15%

Each student will prepare and bring an Icebreaker activity to share with the group the first day of class. Students will 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 or related field (social work, nursing, psychology). Several sources are provided on the recommended
textbook list on this syllabus to use for Icebreakers and proposals. The icebreaker should come directly from the counseling or related fields literature and not public websites or other sources different from professional counseling or related fields. If you wish to use an icebreaker you "heard" or "saw" somewhere, you MUST find the source of the icebreaker in the 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 an electronic copy of the icebreaker to every peer in class through Canvas, after approval from instructor. 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 Nov 23rd. The facilitation of your icebreaker may will take place the first weekend of class. There are examples of icebreakers and handouts available on Canvas. Due, November 22nd.

2. Group Proposal Assignment 35%

Student will pair-up with a peer and write a psychoeducational group proposal. The proposal will be appropriate for implementation in a school or agency setting. Each team of two students will choose a theoretical approach to use as a framework for the group proposal. The proposal will be typewritten in APA 6th Edition style. The proposal should be a minimum of 10-15 pages in length and adhere to the following format:

The following headings are REQUIRED in your paper. These headlines are not optional.

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) Group Flyer: Create a one-page flyer providing an ethically honest description of your group. Examples of flyers are provided on Canvas.

C) Informed Consent: Create an informed consent form for your participants to sign. Include the pros and cons of group participation, 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. This is a crucial, legal document, and must be in "ready-to-go" format, addressing ALL aspects of an informed consent. Informed consent forms examples are provided on Canvas.

Your informed consent must include information about:
i) DORA, what it is, address and phone number

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

iii) Confidentiality

iv) All limits to confidentiality

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

D) Psychoeducational Group Content: This is the core of your proposal. Students will provide a description of EACH session for the group experience, with a minimum of 10 sessions, which is the average amount of sessions for group work. Each session will include, topic, learning outcomes, (what will be the take away for clients for each session) and materials needed. Students also need to provide a table that contains information with all sessions for the duration of the group. Examples of proposals including the table are available in Canvas.

E) Client’s evaluation: Create a form your group members will fill out at the end of each meeting in 5 minutes or less to evaluate how the session went for them.

F) Counselor group meeting summary sheet (record keeping). Provide a form in your proposal to document each session for client’s file.

G) 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?

Students must cite at least five 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 Canvas. Due December 13th.

3. Psycho-educational Group (Co-Facilitation): 30%

Each team will use their written proposal (previous assignment) choose ONE session that matches the development of a group (initial, transition, working and termination) and facilitate a 50 minutes session in class. This group is to be psycho-educational in nature, rather than process-oriented. Co-Facilitation will be evaluated on criteria appropriate for the delivery of a professional group, rubric is posted on Canvas. Co-Facilitations are scheduled to take place December 15th.
4. **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)

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>F</td>
<td>Below 60</td>
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# 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>November 22\textsuperscript{nd}.</td>
<td>Introduction to Group Work, Group Leadership Styles/the leader as a person. Ethical and Professional Issues in Group Practice</td>
<td>Corey Chapters 1, 2, 3</td>
</tr>
<tr>
<td></td>
<td>Icebreaker Assignment DUE Icebreaker Facilitation.</td>
<td></td>
</tr>
<tr>
<td>November 23\textsuperscript{rd} &amp; 24\textsuperscript{th}.</td>
<td>Stages of Group Development Theories of Group Counseling</td>
<td>Corey Chapters 5, 6 &amp; 7.</td>
</tr>
<tr>
<td>December 13\textsuperscript{th}.</td>
<td>Gestalt-Adlerian Groups Existential Groups Multicultural Groups</td>
<td>Corey Chapter 4 Proposals Due.</td>
</tr>
<tr>
<td>December 14\textsuperscript{th}.</td>
<td>Working with special groups (Women, Adolescents)</td>
<td>Corey Chapters 8, 9, 10, 11 Co-Facilitation Groups.</td>
</tr>
<tr>
<td>December 15th.</td>
<td>Guidelines to run successful groups</td>
<td>Corey Chapters 10, 11.</td>
</tr>
<tr>
<td>December 15th</td>
<td>Psychoeducational Groups Wrap-up</td>
<td>Co-Facilitations Due.</td>
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</tbody>
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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 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 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.

Academic Conduct: Cheating on examination, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University. All assignments are submitted using Safe Assign


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.
Syllabi 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 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 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

**Food Insecurity and Basic Needs**

Research shows that college students experience food insecurity at higher rates than the American household rate, and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, 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.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances which may include medical, mental health, personal or family crisis, illness or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

**Academic Integrity**

You 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 Office of Community Standards and Conflict Resolution.

**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. If you (or someone you know) has experienced
or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loften. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

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

- UNC’s Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in room 3060.

**Equity and Inclusion Statement**

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, 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, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance