Instructor: Bernadine Knittel, Ph.D.  
Office: Thompson Valley High School  
Phone: W) 970-613-7910  
         C) 970-396-6590  
Class Times: July 19-21;  
             August 2-4  
Email: Bernadine.Knittel@unco.edu  
Office hours: By appointment

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

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

Required Texts:  
Scribner.


Brooks/Cole.

Additional Required Readings:  
Alexandria, VA: Author.

American School Counselor Association (2012). The ASCA National Model: A  

American School Counselor Association (2016). Ethical Standards for School  

Knowledge & Skill Outcomes (Objectives): Upon successful completion of this course,  
students will:
1. Understand theoretical foundations of group counseling and group work. (CACREP 2.F.6.a)

2. Demonstrate knowledge of the dynamics associated with group process and development. (CACREP 2.F.6.b)

3. Understand therapeutic factors and how they contribute to group effectiveness. (CACREP 2.F.6.c)

4. Understand and demonstrate characteristics and functions of effective group leaders. (CACP 2.F.6.d)

5. Understand approaches to group formation, including recruiting, screening, and selecting members. (CACREP 2.F.6.e)

6. Understand types of groups and other considerations that affect conducting groups in varied settings. (CACREP 2.F.6.f)

7. Understand ethical and culturally relevant strategies for designing and facilitating groups. (CACREP 2.F.6.g)

8. Engage in 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 2.F.6.h)

9. Understand ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan. (CACREP 2.F.3.i)

10. Understand and implement interventions to promote academic development. (CACREP 5.G.3.d)

11. Understand and implement strategies to facilitate school and postsecondary transitions. (CACREP 5.G.3.g)

12. Understand and implement approaches to increase promotion and graduation rates. (CACREP 5.G.3.i)

13. Understand and implement interventions to promote college and career readiness (CACREP 5.G.3.j)

14. Understand and implement strategies to promote equity in student achievement and college access. (CACREP 5.G.3.k)
15. Understand and demonstrate use of accountability data to inform decision making. (CACREP 5.G.3.n)

16. Understand and demonstrate use of data to advocate for programs and students. (CACREP 5.G.3.o)

Course Content:
This course is designed to address CACREP 2016 standards for Group Work (section 2.F.6) and School Counseling (section 5.G.3). This course will provide an overview of group counseling and guidance theories. Students will be introduced to principles of group dynamics including group process components, developmental stage theories, group member roles and behaviors, and therapeutic factors of group work. Students will learn effective group leader strategies and skills. This course will specifically address effective group counseling methods and interventions for use in a school or educational setting.

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

COURSE REQUIREMENTS/ASSIGNMENTS:

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

Attendance, Participation & Timeliness of Assignments: (35 points) On time attendance at all class meetings is expected. Additionally, the instructor holds an expectation that all participants will contribute to each class. Therefore, attendance, punctuality, preparation, and participation are crucial and mandatory. Because the course is condensed into six meetings, a one-day absence from face to face class meetings will result in unsuccessful completion of the course. If an emergency situation arises, you must speak with the instructor.

Icebreaker Activity: (10 points) (CACREP 2.F.3.i and 2.F.6.b)

Choose an icebreaker activity that could be used to build group cohesion and rapport within a small counseling, psycho-educational, task, or peer-helping group. Students will spend 10 minutes facilitating icebreaker with other students in class. In addition, student will share copy of icebreaker with peers.

DUE DATE: July 20, 21 or August 2 (students will be assigned a due date)
Student Population Info-graphic: (20 points) (CACREP 2.F.2.h and 5.G.3.o)

Choose a student population (see the list below) with whom a school counselor might work in small groups. Identify your target grade level and choose four credible sources of statistics describing your chosen population. Synthesize the information you find into an info-graphic that provides other school counselors, teachers, administrators, parents, etc. with information about the student population and their needs for academic, social/emotional, and/or career development. You may choose to focus on a national, state or local representation of the student population for one of the following groups/issues:

1. Students of Alcoholics
2. Students of Divorce
3. Substance use or abuse
4. Survivors of Sexual Abuse
5. Bullies and Victims of Bullying
6. Students with Disabilities (Students on the spectrum)
7. Adolescent Sexual Activity
8. Students with an Incarcerated Parent
9. Students living with Grandparents
10. Students living in Poverty
11. Students who Witness Violence (Domestic)
12. Students with Food Instability
13. Homeless Students
14. English Language Learners
15. College Bound Students
16. Non-College Bound Students
17. Students in military families
18. Students in gangs
19. Transient/migrant students
20. Students with undocumented parents or undocumented students
21. Students with Trauma
22. Students with body image issues
23. LGBTQ students
24. Other ideas? Instructor approval required

Infographic resources:
https://www.columnfivemedia.com/infographic (information on infographics)
https://snappa.com/templates/infographic (FREE)
https://www.visme.co/make-infographics/ (states FREE and COST)
https://piktochart.com/formats/infographics/ (FREE)

DUE DATE: August 2

You will create a group plan (6 sessions-30-45 minutes each) that addresses the needs of one of the populations below. You will choose one level: elementary, middle or high school and one or more ASCA domains (academic, social/emotional and/or career (post-secondary).

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

Your final product (written in APA Style) should include a set of six lesson plans with the following components:
Introduction:
- Summary of what the research says concerning the specific population you have chosen (approx. 2-3 pages) including 3 current peer-reviewed journal articles (past 10 years)
- Identify and describe the guiding theory for the group and provide a rationale for choice of theory (approx. 2 pages)

Group Plans (utilize Lesson plan and small group action plan templates):
- Lesson plans (6 in total) including specific goals and objectives (Mindsets and Behaviors) as well as step-by-step instructions for implementing the individual group lessons and plan for evaluation of lesson
- Every lesson should include a specific way you hope to build group cohesion

Evaluation/Assessment Plan: (1-2 pages)
- Summary of evaluation/assessment plan to measure overall group goals and overall evaluation/assessment of entire group (in other words how will you utilize data collected)

Ethical/Legal/Other Considerations: (1-2 pages)
- Identify any ethical and legal issues important to consider when running this group
- Identify special considerations, diversity considerations, SES considerations, ability/disability considerations, etc.

Other documents:
- Include a copy of your Informed Consent Permission Form
- Include a copy of your Student Assent form or screening (interview) questions
- Include all materials used to implement lessons (worksheets, etc.)

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

DUE DATE: August 4 when class ends

- One-page handout for each class member and the instructor synthesizing your group plan. This not a step-by-step overview of each session. Instead, consider what would be MOST helpful to your classmates. Provide any reference resources on the back of handout. 15 points
- Elaborate on key points on your handout. 10 points
- You do not need PPT

DUE DATE: August 3
**FINAL EXAM** (2 parts):

**Practical Portion (50 Points) (CACREP 2.F.6.c, 2.F.6.d, 2.F.6.f, 2.F.6.g):**

Exam will be an opportunity for you to demonstrate your ability to apply course content. You will lead 30 minutes of a group with 5 other classmates. The remaining students will provide written feedback to the student leading group. An evaluation rubric will be provided.

**DUE DATE: August 4**

**Reflection Paper (50 points) (CACREP 2.F.6.a-g; CACREP 5.G.2.n):**

You will write an APA paper that includes the following:

- What group theories, group types, group topics, and leadership style(s) are a good fit with your worldview, experiences, style of counseling and probable clients. Provide rationale for each area. **10 points**
- What group dynamic areas will be the most difficult for you? Why? How will you deal with these areas? You can also address the group stages here as you answer these questions. **5 points**
- What will be the biggest challenge(s) for you in working with culturally diverse populations? How will you deal with those challenges? **5 points**
- How do you envision incorporating group work into your school counseling duties? **10 points**
- Reflect on your group facilitation experience. What worked, didn’t work, strengths, weaknesses, goals for next group, etc. **20 points**

**DUE DATE: August 5**

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

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## COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments DUE</th>
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| 7/19 | Introduction:  
Stages of Group  
Purpose of Groups  
Getting Started:  
Basic Skills  
Facilitating | Sink: Chapters 1, 3 & 5  
Grime: Session 1 (pp.15-17)  
Duckworth: Chapters 1-3 |
| 7/20 | Planning  
Focus:  
Cutting off and Drawing Out  
Rounds and Dyads  
Exercises  
Elementary Groups  
Bibliotherapy | Sink: Chapters 3 & 5 (cont’d); 6  
Duckworth: Chapters 4-5  
Grime: Sessions 2 & 3 (pp.18-30)  
Inside Out (borrowed from library)  
**Icebreakers** |
| 7/21 | Middle School Groups  
High School Groups | Sink: Chapters 7 & 8  
Duckworth: 6-7  
Grime: Session 7  
**Icebreakers** |
| 8/2  | Using Counseling Theories  
Legal & Ethical Considerations | Sink: Chapters 2 & 4  
Duckworth: Chapter 8-10  
**Info-Graphic Due**  
**Icebreakers** |
| 8/3  | Students with Special Needs  
Multicultural Considerations  
Dealing with Problem Situations | Sink: Chapters 9&10  
Duckworth: Chapters 11-13  
**Group Plan Proposal**  
**Presentations** |
| 8/4  | Group Work in Action | **Group Plan Due**  
**Final Exam: Practical Portion & Reflection Paper** |
Academic Conduct:
Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an “F” on an assignment to expulsion from the University.

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

Accommodations Statement: Students who believe that they may need accommodations in this class are encouraged to contact the Disability Support Services, voice/TTY (970) 351-2289, or fax (970) 351-4166, or visit [www.unco.edu/dss](http://www.unco.edu/dss) as soon as possible to ensure that accommodations are implemented in a timely fashion.

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](http://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.

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**Portable Electronic Devices:** Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as: cell phones, pagers, and iPods. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. You should keep your portable electronic devices in your backpack or purse during class. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Thank you for your cooperation.

**NOTE:** Syllabus subject to change. Instructor will do her best to inform students of changes to courses syllabus within a reasonable amount of time.