

University of Northern Colorado
School of Applied Psychology and Counselor Education
APCE 662: Group Dynamics & Facilitation (3 Credits)
Fall 2022

Instructor: Maegen Horton, PhD, LPC (she/her/hers) **Phone:** 307-438-9744
Prerequisites: APCE 607 **Email:** maegen.horton@unco.edu
Office Hours: By Appointment **Class Meets:** Nov.18-20 & Dec. 9-11
(In-person & Zoom available) **Location:** Lowry Campus

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:

Chen, M. W., & Rybak, C. (2017). *Group leadership skills: Interpersonal process in group counseling and therapy*. Sage Publications.

McRae, M. B., & Short, E. L. (2009). *Racial and cultural dynamics in group and organizational life: Crossing boundaries*. Sage Publications.

Recommended Textbooks for Consultation (icebreakers and proposal)

Barlow, C., Blythe, J., & Edmonds, M. (1998). *A handbook of interactive exercises for group*. Allyn & Bacon.

Brabender, V.A., Fallon, A.E. & Smolar, A.I. (2004) *Essentials of group therapy*. Wiley.

Conyne, R. K., Crowell, J. L., & Newmeyer, M. D. (2008). *Group techniques: How to use them Purposefully*. Pearson Education.

Conyne, R. (1999). *Failures in group work: How we can learn from our mistakes*. Sage Publications.

DeLucia, J., Bridbord, K., Kleiner, J., Nitza, A. (2006). *Group work experts share their favorite activities: A guide to choosing, planning, conducting and processing*. Association for Specialists in Group Work.

Donigian, J. & Hulse-Killacky, D. (1999). *Critical incidents in group therapy*. (2nd ed.). Wadsworth/Brooks Cole.

Forsyth, D. R. R. (2005). *Group dynamics* (4th ed.). Wadsworth.

Gladding, S. T. (2007). *Groups: Counseling specialty* (5th ed.). Pearson Education.

Greenberg, K. (2003). *Group counseling in k-12 schools: A handbook for school counselors*. Prentice-Hall.

Keene, M. & Erford, B. T. (2007). *Group activities: Firing up for performance*. Pearson Education.

Salazar, C. (2009). *Group work experts share their favorite multicultural activities: A guide to diversity-competent choosing, planning, conducting, and processing*. Association for specialists in Group Work.

Yalom, I. (2005). *Theory and practice of group psychotherapy* (5th ed.). Basic Books.

Course Content:

This course is designed to address CACREP 2016 standards for Group Work (section II.G.6). This course will provide an overview of group counseling theories. Students will be introduced to principles of group dynamics including group process components, developmental stage theories, group member roles and

behaviors, and therapeutic factors of group work. Students will learn effective group leader strategies and skills. To meet accreditation standards for counselor education programs, students who successfully complete the course must master the following knowledge and skill outcomes:

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

1. Theoretical foundations of group counseling and group work (CACREP Standard: 2.F.6.a). *Standard is assessed by Group Proposal submission.*
2. Dynamics associated with group process and development (CACREP Standard: 2.F.6.b). *Standard is assessed by Group Proposal submission and group facilitation.*
3. Therapeutic factors and how they contribute to group effectiveness (CACREP Standard: 2.F.6.c). *Standard is assessed by group facilitation.*
4. Characteristics and functions of effective group leaders (CACREP Standard: 2.F.6.d). *Standard is assessed by Group Proposal submission and group facilitation.*
5. Approaches to group formation, including recruiting, screening, and selecting members (CACREP Standard: 2.F.6.e). *Standard is assessed by Group Proposal submission.*
6. Types of groups and other considerations that affect conducting groups in varied settings (CACREP Standard: 2.F.6.f). *Standard is assessed by Group Proposal submission.*
7. Ethical and culturally relevant strategies for designing and facilitating groups (CACREP Standard: 2.F.6.g). *Standard is assessed by Group Proposal submission, solo and co-leading facilitation.*

Methods of Instruction: The methods for instruction for this class will be lecture, small group activities, experiential groups, class presentations, videos, and small group discussions.

Group Counseling – _Students will demonstrate an understanding of the group counseling process, including theories of group development, group dynamics, the application of group counseling theories, as well as group leadership and management skills.				
Knowledge Learning Outcome Assessed	Exemplary	Proficient	Partially Proficient	Beginning
Group Development Student demonstrates an understanding of the group development process, group dynamics, group-related theories, and specific group counseling techniques.	Student demonstrates a superior level of understanding of the group development process, group dynamics, group-related theories, and specific group counseling techniques. The student performs well above what would be expected of an entry-level counselor.	Student demonstrates a basic, entry-level understanding of the group development process, group dynamics, group-related theories, and specific group counseling techniques. The student performs equivalent to what would be expected of an entry-level counselor.	Student demonstrates a limited understanding of the group development process, group dynamics, group-related theories, and specific group counseling techniques. The student performs below what would be expected of an entry-level counselor.	Student demonstrates a lack of understanding of the group development process, group dynamics, group-related theories, and specific group counseling techniques. The student performs well below what would be expected of an entry-level counselor.

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

<p>Group Management Student demonstrates the ability to manage the group process, including tracking client's behavior within the group, documenting client progress, and identifying needs and issues that may require a modification in the group process or treatment plan.</p>	<p>Student demonstrates a superior ability to manage the group process, including tracking client's behavior within the group, documenting client progress, and identifying needs and issues that may require a modification in the group process or treatment plan. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level ability to manage the group process, including tracking client's behavior within the group, documenting client progress, and identifying needs and issues that may require a modification in the group process or treatment plan. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited ability to manage the group process, including tracking client's behavior within the group, documenting client progress, and identifying needs and issues that may require a modification in the group process or treatment plan. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of ability to manage the group process, including tracking client's behavior within the group, documenting client progress, and identifying needs and issues that may require a modification in the group process or treatment plan. The student performs well below what would be expected of an entry-level counselor.</p>
<p>Goal Facilitation Student demonstrates the ability to facilitate growth of individual group members and the group as a whole, by setting goals, monitoring progress, and addressing issues that arise that either facilitate or impeded members' development.</p>	<p>Student demonstrates a superior ability to facilitate growth of individual group members and the group as a whole, by setting goals, monitoring progress, and addressing issues that arise that either facilitate or impeded group members' development. The student performs well above what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a basic, entry-level ability to facilitate growth of individual group members and the group as a whole, by setting goals, monitoring progress, and addressing issues that arise that either facilitate or impeded group members' development. The student performs equivalent to what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a limited ability to facilitate growth of individual group members and the group as a whole, by setting goals, monitoring progress, and addressing issues that arise that either facilitate or impeded group members' development. The student performs below what would be expected of an entry-level counselor.</p>	<p>Student demonstrates a lack of ability to facilitate growth of individual group members and the group as a whole, by setting goals, monitoring progress, and addressing issues that arise that either facilitate or impeded group members' development. The student performs well below what would be expected of an entry-level counselor.</p>

Course Requirements/Assignments

1. Attendance, Participation, & Professionalism (150 points):

Attendance Policy: Given the nature of the course, class attendance is critical for everyone's learning. One excused absence will be allowed without any impact on your grade (3 hours of class). Additional absences may result in loss of points toward your final grade in the course. Please try to notify me prior to class if you need to be absent. In case of emergency, please let me know as soon as possible. Please come to class having read the text assignment and prepared to discuss the reading.

Much of your learning will take place as a result of your membership and participation in the group. Before beginning this class, you should make a commitment to be present and actively involved at each session. This will provide you with an opportunity to experience the group process as a member. 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. Confidentiality will be discussed and taken seriously.

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, I 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 in your conversation and behavior. Timeliness, attentiveness, and participation in all class meetings, assignments and activities; timely and respectful communication; willingness to deepen your self-awareness and growth; responsibility for your own personal wellness and other appropriate activities.

In addition, please note that both giving and receiving feedback 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.

2. Icebreaker Activity (50 points):

You will prepare and bring an Icebreaker activity to share with the group. Please prepare a **single page** description of the activity including the following: **(a)** title of the icebreaker, **(b)** purpose of the icebreaker, **(c)** full citation (several sources are provided on the recommended book list on this syllabus, though you may certainly consult other resources), **(d)** list of materials needed, and **(e)** specific directions for the icebreaker. Bring copies of your icebreaker to class the day you facilitate for the class. Be prepared to demonstrate the activity with your class members. Facilitation of your icebreaker will take place in class throughout the first weekend.

3. Group Proposal Assignment (200 points):

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. You will partner up with a classmate and each team of

two will create a 10 page proposal (not counting handouts, references, etc.) in APA style which addresses the following:

- a) Purpose and Nature of the Group: Describe the purpose and the nature of the group, makeup of participants, goals, etc.
- b) Group logistics: how will participants be recruited and screened? Discuss your exclusion and inclusion criteria. Where, when, how often, and how long will the group meet?
- c) Describe how you intend to work together as co-facilitators
- d) Provide an outline of group sessions, including detailed descriptions of the first and final session. How 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? How will you structure the ending of your group and what follow-up, if any, would you offer? Include in your proposal issues of closure, termination, aftercare, referrals, etc.
- e) Anticipate Critical Incidents: Given the type of group, the specific population and the meeting place of your group, the expected issues your group addresses, your style of leadership, etc., what problems and critical incidents do you anticipate? How do you intend to handle them?
- f) Anticipate transference and countertransference issues: Given the population you would be working with, what transference/countertransference issues do you expect, and how will you address and manage them?
- g) Forms & handouts:
 - Group Flyer: Create a one-page flyer providing a description of your group. Examples of flyers will be provided in class.
 - Informed Consent: Create an informed consent form for your participants to sign. 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.
 - Client's evaluation: Create a form your group members can fill out at the end of each meeting in 5 minutes or less.
 - Counselor group meeting summary sheet (record keeping). Provide a form in your proposal.

You must cite at least four references besides the textbook and any class readings. At least one source must be a scholarly, research-based journal article. Articles should be recent (no more than 10 years old). Rubrics and examples of proposals will be provided in class.

4. **Psycho-educational Group (Co-Facilitation) (100 points):**

Each team will use their written proposal (previous assignment) to facilitate a 50-minute co-facilitation session in class. This group is to be psycho-educational in nature, rather than strictly process-oriented and should represent a session other than the first & last sessions from the proposal. A grading rubric will be provided in class.

Evaluation of Co-Facilitation

- Demonstration of basic facilitation skills

- 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

Assignment Summary:

500 points total:

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| • Attendance, Participation, & Professionalism | 150 points |
| • Icebreaker Activity | 50 points |
| • Group Proposal Assignment (35%) | 200 points |
| • Psycho-educational Group Facilitation (30%) | 100 points |

Grading Scale:	A 93-100	B- 80-82	D+ 67-69	
	A- 90-92	C+ 76-79	D 63-66	
	B 87-89	C	73-76	D 60-62
	B 83-86	C	70-72	F Below 60

Late Work Policy: Late papers will lose ½ letter grade for every 24 hours the assignment is late.

University and APCE Policies

COVID-19

The COVID-19 pandemic is a complex, challenging, and fluid situation, which continues to evolve. UNC will follow applicable legal requirements and federal, state, and county public health recommendations and mandates in all decisions related to university operations. As of the writing of this syllabus, current UNC policies include the requirement that we all wear masks (regardless of vaccination status) in any indoor public space. One exception to this is “Individuals who are fully vaccinated and engaged in indoor instructional activity or laboratory work **and** can maintain at least 6 feet from the nearest person.” More info can be found at <https://www.unco.edu/coronavirus/>. I encourage you to check that page often.

Students who fail to comply with UNC's public health requirements, such as the use of masks and social distancing, will be reminded of current policy; students who fail to correct their behavior will be asked to leave the classroom and may be referred to the Dean of Students office. The safety and well-being of our Community of Bears requires each of us to be prepared to do our part to protect the health of our entire campus community, as well as our friends, families, and neighbors. It is important that all members of the university community work together to do all we can to keep our community safe.

Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to students' inclusion or to accurate assessments of students' achievements (e.g. time-limited exams, inaccessible web content, use of videos without captions), students should communicate about these aspects with their instructor(s) and contact Disability Resource Center (DRC) to request accommodations.

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

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

Title IX

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

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

If students do not want the Title IX Coordinator notified, instead of disclosing this information to the instructor, students can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore options now, or in the future. UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-351-4040 or <http://www.unco.edu/asap>

University of Northern Colorado Counseling Center: 970-351-2496 or <http://www.unco.edu/counseling>
UNC Psychological Services: 970-351-1645 or http://www.unco.edu/cebs/psych_clinic

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

Additional Syllabus Statements

Academic Integrity

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

Attendance

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

Equity and Inclusion

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

Food Insecurity and Basic Needs

Knowing that food insecurity is experienced at higher rates among college students, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester. Please visit www.unco.edu/bear-pantry for more information. Students who face challenges (i.e., emotional distress, grief and loss, academic concerns, basic needs insecurity, navigating university processes) and believe this may affect their academic performance may contact Student Outreach and Support (SOS), which is

part of the Dean of Students Office. SOS will help connect students with appropriate referrals based upon their needs. The Dean of Students Office can be reached at dos@unco.edu or via phone at 970-351-2001.

Land Acknowledgment

The University of Northern Colorado occupies the lands in the territories of the Ute, Cheyenne, Lakota and Arapaho peoples. The University acknowledges the 48 tribes that are historically tied to the state of Colorado. Thus, the land on which UNC is situated is tied to the history and culture of our native and indigenous peoples. UNC appreciates this connection and has great respect for this land. Additionally, the University community pays its respect to Elders past, present, and future, and to those who have stewarded this land throughout the generations. As part of the learning and reflection process please visit <https://native-land.ca/> or call the Office of Equity & Inclusion at 970-351-1944.

Name in Use/Pronoun in Use/Name Change

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

Writing Center

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

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

If your instructor requires you to visit the Writing Center, make sure to alert your Consultant, and/or check the box on the appointment form, and we will send an email confirmation of your session to your instructor. For more information, email the Writing Center at writingcenter@unco.edu or visit the website: www.unco.edu/writing-center

**Changes to the syllabus may be made as the course proceeds.
If this is necessary, these changes will be announced in class.**

COURSE OUTLINE

Date	Topic	Reading/Assignments DUE (See Canvas for additional readings)
Prior to first weekend		Chen & Rybak Chapters 1- 8 McRae & Short 1- 4 Icebreaker 1- page sheet
Nov. 18	Introduction to the course, expectations, etc. Introduction to Group Work Group Leadership Styles & Co-Leading	Introductions
Nov. 19	Ethical & Legal Issues in Group Practice Psychoeducation Groups	Icebreaker facilitation
Nov. 20	Stages of Group Development Critical Incidents & Case Studies	Icebreaker facilitation Time for Pairing/Proposals
Prior to the second weekend	*Psychoeducational Groups & dates finalized	Proposals Due Nov. 28th Chen & Rybak Chapters 9- 15 McRae & Short 5- 8
Dec. 9	Groups in School Settings	Psychoeducational Cofacilitation
Dec. 10	Groups in Clinical/Community Settings	Psychoeducational Cofacilitation
Dec. 11	Theories & Techniques Wrap-up & Closing activity	Psychoeducational Cofacilitation