

APCE 606: Theories and Practice in Group Guidance
Summer 2022
Course Syllabus

Instructor: Kristin Myers, Ph.D., LPC, SSP

Class Time: July 15-17 and July 29-31, 2022
Fridays: 4:00pm-10:00pm
Saturdays: 8:00am-5:00pm
Sundays: 8:00am-4:00pm

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

Course Description:

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

Required Texts:

Springer, S., Moss, L.J., Schimmel, C. (2021). A School Counselor's Guide to Small Groups. Cognella Academic Publishing

Williams, R., DeBard, S.N., Wehrman, J. (2019). Create Connections: How to Facilitate Small Groups. Researcher Press. ISBN: 9780878227211

Additional Required Readings:

Association for Specialists in Group Work (2007). ASGW Best Practice Guidelines. Alexandria, VA: Author.

American School Counselor Association (2016). Ethical Standards for School Counselors. Alexandria, VA: Author.

Recommended Text:

Corey, M. S., Corey, G., Corey, C. (2018). Groups: Process and Practice (10th ed). Cengage, USA.
ISBN: 978-1305865709

Knowledge & Skill Outcomes (Objectives): Upon successful completion of this course, you will:

1. Understand group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society (CACREP II.G.6).
2. Understand principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work (CACREP II.G.6.a).
3. Understand group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles (CACREP II.G.6.b).
4. Understand group theories of counseling, including commonalities, distinguishing characteristics, and pertinent research and literature (CACREP II.G.6.c).
5. Understand group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness (CACREP II.G.2.d).
6. Understand group strategies for working with and advocating for diverse populations, including multicultural competencies (CACREP II.G.2.d).
7. Know the theories and process of effective counseling and wellness programs for groups of students (CACREP SC.C.1).
8. Understand group dynamics—including counseling, psycho-educational, task, and peer helping groups—and the facilitation of teams to enable students to overcome barriers and impediments to learning (CACREP SC.C.5).

Course Content:

This course is designed to address CACREP 2009 standards for Group Work (section II.G.6) and School Counseling (SC) Standards. This course will provide an overview of group counseling and guidance theories. You 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. You 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 & Timeliness of Assignments (46 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. If an emergency situation arises, you must speak with the instructor.

Assignments:

Icebreaker Activity (10 points). (CACREP SC.C.5) Due: In class on Saturday July 16th

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. This icebreaker should last 5-10 minutes and we take turns experiencing the icebreaker first thing in class on the second day of class.

Theoretical Approach Groups (50 Points) DUE DATE: Varies based on assigned time (see schedule for weekend 2).

Students will be randomly paired with another student during the first class. The pair will select a type of group (psycho-educational, task, or peer-helping). They will also choose one level: elementary, middle, or high school. Each pair will co-facilitate for 45 minutes of a group for the class (the class will play the role of group members according to the level selected by the group leaders). The co-facilitators will demonstrate their assigned topic (provided in the first week of class) and come up with an icebreaker, activity, and demonstrate a group process from the lens of the theoretical approach. Each student will present twice during the semester (25 points for the first and 25 points for the second).

*** You will co-facilitate the group, but will be graded *individually*. You do **NOT** have to submit anything in writing for this assignment as it is experiential.

Grades will be based on the following criteria:

a) The student leads the group effectively with structured initial activity (if needed), participates effectively as a group member and demonstrates the following effective counseling skills:

- (1) listens accurately;
- (2) demonstrates empathy;
- (3) reflects and summarizes feelings of self and others;
- (4) identification of non-verbal behaviors;
- (5) increases in self-awareness; and
- (6) is able to confront effectively and express alternative view points as appropriate.

b). Student demonstrates knowledge of the theoretical orientation assigned to them through prompts, activities, and facilitation skills.

c). Students ability to self-reflect and apply feedback in their demonstration of their group facilitation skills.

Group Plans (60 points)

DUE DATE: Final plans due July 31, 2022 by 11:59pm

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. (CACREP II.G.6)

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 should include a set of six lesson plans with the following components:

- Setting: elementary, middle, high school

- You will be graded on the following:
- Summary of what the research says concerning the specific population you have chosen including 5 current peer-reviewed journal articles (past 10 years) (CACREP II.G.6.c) 5 points
- Description of the guiding theory and rationale for choice of theory (approx. 2 pages) CACREP SC.C.1 5 points
- Lesson plans including specific goals and objectives as well as step-by-step instructions for implementing the group and plans for evaluation 15 points (include ASCA Mindsets and Behaviors and student competencies)
- Every lesson should include a specific way you hope to build group cohesion 3 points
- Evaluation/assessment plan to measure group goals and for overall evaluation/assessment plan 7 points
- Identify any ethical and legal issues important to consider when running this group (approx. 1 page) 3 points
- Informed Consent Permission Form 2 points

Your group plan must be original in 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. Utilize the lesson plan templates found on ASCA site. Please note: you are welcome to turn in portions of the assignment prior to the due date for feedback.

Group Plan HANDOUT and 10 minute presentation (20 points) (all CACREP areas addressed under group plan). Due on July 30, 2022 in class

- 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. 10 points
- Elaborate on key points on your handout. 10 points
- You do not need PPT

Final Exam: (50 points; 50 questions) Due July 31, 2022 by 11:59pm

The Final Exam will consist of content from lectures, the text, and additional readings.

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

A	93-100	C	73-76
A-	90-92	C-	70-72
B+	87-89	D+	66-69
B	83-86	D	63-65
B-	80-82	D-	60-62
C+	77-79	F	Below 60

DATE:	Lecture Topic	Springer Text:
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Weekend 1		
Friday July 16 4:00-10:00pm	<ul style="list-style-type: none"> • Introduction to the course and syllabus- Pick groups for experiential group • Legal and ethical concerns • Designing and delivering group work • Using data to inform and advocate for small-group counseling practice 	Chapters 1-3
Saturday July 16 8:00am-5:00pm	<ul style="list-style-type: none"> • Icebreaker activity due • Group process • Group facilitation skills and types of members • Utilizing group facilitation skills to enhance the Multitiered Systems of Support (MTSS) process • Stakeholder collaboration • Overcoming challenges in group work • Essential skills for leading small groups in schools • Creative strategies with school counseling small groups 	Chapters 4-8
Sunday July 17 8:00am-4:00pm	<ul style="list-style-type: none"> • Theoretical approaches to group work <ul style="list-style-type: none"> ○ Psychodynamic and Adlerian ○ Existential and Gestalt ○ Person-Centered ○ Reality/Choice Theory ○ CBT/REBT ○ Solution-Focused ○ Postmodern (Feminist/Narrative) ○ Expressive Arts • Group planning time 	Supplemental Power Points—finish the Springer text before the final.
Weekend 2		
Friday July 29 4:00pm-10:00pm	<p>Theoretical approach group experiences:</p> <ul style="list-style-type: none"> ○ Psychodynamic and Adlerian ○ Existential and Gestalt ○ Person-Centered <p>Final exam prep</p>	<p>Read through the Williams text</p> <p>Read through the other required readings</p> <p>Pairs assigned on the first day of class</p>
Saturday July 30 8:00am-5:00pm	<p>Theoretical approach group experiences</p> <ul style="list-style-type: none"> ○ Reality/Choice Theory ○ CBT/REBT ○ Solution-Focused <p>Student group plan presentation presentations</p>	

Sunday July 31 8:00am- 4:00pm	Theoretical approach group experiences <ul style="list-style-type: none"> ○ Postmodern (Feminist/Narrative) ○ Expressive Arts Student group plan presentations Final exam	Pairs assigned on the first day of class
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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.

Student Handbook: <http://www.unco.edu/dos/handbook/index.html>

Professional Conduct:

Students are expected to adhere to the appropriate code of ethics for the Applied Psychology and Counselor Education Program. Any behavior deemed unethical will be grounds for dismissal from the program.

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).

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 in 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.

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.

Portable Electronic Devices: Please extend courtesy to your instructor and fellow students by turning off the sound on your portable electronic devices. Although not an audio issue, text-messaging is a distraction to other students and prevents you from full participation in class. Please excuse yourself from the room if you need to answer a text message, email someone, or take a personal conversation on your phone. There will be a deduction in participation points if your electronic devices are a distraction to other students or the instructor. Thank you for your cooperation.

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

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. Students should review the [Coronavirus website](#) for the current academic term for the most up to date guidance. 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.

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>

UNC 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.

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 Chief Diversity Officer, Dr. Tobias Guzman, 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

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.

Students who face challenges securing their food or housing and believe this may affect their performance in this course are also urged to contact Student Outreach and Support (SOS), which is part of the Dean of Students Office. SOS can assist students during difficult circumstances, which may include medical, mental health, personal or family crisis, illness, or injury. The Dean of Students Office/SOS 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, 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: www.unco.mywconline.com. You will need to create a new account if you've never visited the Writing Center before. 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. We also have 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.