

University of Northern Colorado
Loveland Campus
School of Applied Psychology and Counselor Education
APCE 662: Group Dynamics & Facilitation
Summer 2022
Course Syllabus

Instructors: Amy Williams Long, PhD, LPC, RPT-S

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Office: N/A

Office Hours: By Appointment

Class Meets:

July 8-10, 2022

July 22-24, 2022

Fridays 4:00-10:00

Saturdays 8:00-5:00

Sundays 8:00-4:00

Prerequisite: Successful completion of APCE 607: Theories of Counseling.

Co-requisite: APCE 605

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:

Harvill, R., Jacobs, E., & Masson, R.L. (Eds.). (2016). *Group counseling strategies and skills* (8th ed.). Belmont, CA: Brooks/Cole. ISBN 13: 9781305087309

NOTE: I recommend getting this book either as an e-book or used to save money. Although you may get the previous edition, the 8th edition has some significant improvements.

Recommended Texts:

Shulman, L. (2011) *Dynamics and skills of group counseling*. Belmont, CA: Brooks/Cole.

Knowledge & Skill Outcomes: Upon successful completion of this course students 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.6.d).
6. Understand group strategies for working with and advocating for diverse populations, including multicultural competencies (CACREP II.G.2.d).

Course Content:

This course is designed to address CACREP 2009 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.

Instructional Methods:

To achieve the objectives of this course and address the course content, the instructor will employ a variety of teaching interventions that will include small group discussions, individual projects, lectures, role plays, facilitated reflection, and simulated activities.

Course Requirements/Assignments:

Attendance & Active Participation: Graduate students are expected to be responsible for regular and punctual class attendance. Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in class discussions and in practice sessions of techniques derived from selected theories. All students will be involved in classroom role-plays and experiential exercises and should be prepared to participate in class discussions and activities. Please note that attendance is mandatory. If you expect that you will miss a class, I need to be notified in advance. Please note that your grade will be affected if a total of 4 hours of class are missed. Please see me if you feel that this may be a problem. Active participation is essential and will be evaluated in the following way:

- *Excellent* (80-100) – Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
- *Satisfactory* (69-79) – Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
- *Minimally Acceptable* (68-48) – Passive participation: present, awake, alert, attentive, but not actively involved.
- *Unsatisfactory* (47 or less) – Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit the progress of the discussion.

Self-Analysis & Reflection Paper: 25 points. Self-analysis and personal reflection are important tools to be utilized in maximizing session time spent with clients. To be an effective practitioner, it is important to be continually self-reflective. This assignment is an exercise to encourage self-analysis and personal reflection in order to effectively facilitate counseling groups. Please respond to the following questions (**in 3-5 pages**):

- What do you perceive as your personal competencies for working with groups? Explain using examples.

- What do you perceive as your skill deficiencies for working with groups? Explain using examples. What can you do to improve in these areas?
- What type of group member would be the most challenging for you to work with in a therapy group? Explain.
- With all this in mind, what would it take for you to become an effective group counselor?

Simulated Group Intervention & Handout: 125 points. Students will plan and demonstrate one group intervention (i.e., simulated group intervention/exercise). The entire class should be afforded the opportunity to participate in the activity. The activity will be directly related to one of several counseling theories or approaches included in course materials. Students will prepare a typed “Activity Synopsis” (2 to 3 pages), making a copy for the professor and for the other students in the class. The “Activity Synopsis” should include the following information:

- Brief description of the technique
- Needed materials
- History/background of the technique (i.e., theoretical foundation)
- Purpose and rationale for use of the technique
- Goals and objectives related to the intervention
- Clientele of choice (i.e., type of group, presenting problem, etc.)
- Merits
- Drawbacks or cautions
- Leader skill or training requirements
- Variations of/on the technique
- Applicability to diverse populations
- References, 2 minimum (APA format)

Jeopardy Activity: 100 points. Questions and answers for the Jeopardy activity will be developed by students in the course. Each student will be responsible for writing a total of 8 brief answers and detailed questions (in the Jeopardy Q/A format) covering material provided in course lectures, discussions and readings prior to the midterm activity.

- NOTE: Jeopardy answers and questions must be written according to the format provided in the rubric for this assignment.

Final Exam: 100 points. The final exam will be a comprehensive exam comprised of multiple-choice, true-false, and essay questions covering material from assigned course readings and lectures.

Grading:

Attendance and Active Participation	100 points
Self-Analysis & Reflection Paper	75 points
Group Activity/Exercise	125 points
Midterm Jeopardy Activity	100 points
Final Exam	100 points
TOTAL	500 points

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+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	Below 60

Course Schedule:

<u>Date</u>	<u>Topic</u>	<u>Reading/Assignments DUE</u>
7/8/22	Syllabus Review & Course Introduction Types of Group Group Dynamics and Process	Chapter 1; 3
7/9/22	Stages of Group (planning, beginning, middle, closing/termination) Group Development Forming Groups/Member Selection	Chapters 2; 4-5; 12; 15
7/10/22	Effective Group Leadership Leadership Styles & Skills Group member Roles	Chapters 6-11; 16
7/17/22	<i>NO CLASS</i>	<i>DUE: emailed by 6:00PM MTN.</i> <ul style="list-style-type: none">• <i>Jeopardy Questions</i>• <i>Self-Analysis & Reflection Paper</i>
7/22/22	Theories of Group Counseling Managing Problem Situations in Group Multicultural/Diversity Issues Ethical Issues	Chapters 13-14, 17-18
7/23/22	Simulated Group Intervention	<i>DUE: Simulated Group Intervention & Handout (in class)</i>
7/24/22	Course Wrap-up Jeopardy Activity Final Exam	

NOTE: Assigned reading must be completed *prior* to coming to class. Class lectures, discussions, and activities will build on assigned readings, so completing reading assignments prior to class is essential for successful participation in the course. *Additionally, late assignments will not be accepted*

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, texting 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. Please also remember that any unauthorized audio recordings of class will not be allowed and would be considered unprofessional and unethical. Thank you for your cooperation.

PowerPoint Presentations: PowerPoint presentations used in class are for instructional purposes only and will not be released to the students for personal use.

ADA and TITLE IX

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>

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.

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.

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.

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. As of August 12, 2021, masks are required in all indoor spaces, except for limited exceptions. Instructors who can maintain a 6 foot distance from students are exempt while engaged in instructional activity.

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.

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. The instructor may make changes to the syllabus as the course proceeds. If this is necessary, these changes will be announced in class. Have a great semester!

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