

APCE 606: Theories and Practice in Group Guidance

Fall 2024

Course Syllabus

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

Class Time: Aug 23-25; Sept 6-8
Fridays: 4:00pm-10:00pm (ONLINE)
Saturdays: 8:00am-5:00pm
Sundays: 8:00am-4:00pm

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Office hours: Arranged

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.

Luther, A. (2020) *Intentional Small Group Guide Book*. (Posted in the files section on Canvas).

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).

Colorado Department of Education School Counseling Standards

7.09(1) A school counselor demonstrates mastery of and expertise in the domain for which the counselor is responsible. (Level 1 and 2)

7.09(2) A school counselor supports and/or establishes safe, inclusive and respectful learning environments for a diverse population of students. (Level 1 and 2)

7.09(3) A school counselor plans, delivers and/or monitors services and/or specially designed instruction and/or creates environments that facilitate learning for students. (Level 1 and 2)

7.09(4) A school counselor reflects on personal practice. (Level 1 and 2)

7.09(5) A school counselor demonstrates collaboration, advocacy and leadership. (Level 1 and 2)

Level of Standards

Level 1 reading/test/discussion (Discover)

Level 2 observation/project/activity (Practice)

Level 3 small group, teaching, application, internship (Demonstrate)

Level 4 Observation/feedback/reflection

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 Aug 24

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.

School Counseling Experiential 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 and given a type of experiential group. Groups will 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 and come up with an icebreaker, activity, and demonstrate a group process from the lens of the type of group. Each student will present twice during the course (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 type of group 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 September 8 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

Children Experiencing Homelessness

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 September 8

- 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 September 8 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:
Weekend 1		
Friday August 23 4:00- 10:00pm ONLINE	<ul style="list-style-type: none"> • Introduction to the course and syllabus • Legal and ethical concerns • Designing and delivering group work • Using data to inform and advocate for small-group counseling practice 	Chapters 1-3
Saturday August 24 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 August 25 8:00am- 4:00pm	Types of Groups <ul style="list-style-type: none"> ○ Classroom guidance groups ○ Psychoeducation groups 	Supplemental Power Points—finish the Springer text before the final.

	<ul style="list-style-type: none"> ○ Tiered support and monitoring groups ○ Special topics groups ○ Parenting and caregiver groups ○ Post-crisis groups 	
Weekend 2		
Friday September 6 4:00pm- 10:00pm ONLINE	Experiential Groups <ul style="list-style-type: none"> ○ Classroom guidance groups ○ Psychoeducation groups ○ Tiered support and monitoring groups ○ Mental health support groups Final exam prep	Read through the Williams text Read through the other required readings
Saturday September 7 8:00am- 5:00pm	Experiential Groups <ul style="list-style-type: none"> ○ Special topics groups ○ Parenting and caregiver groups ○ Post-crisis groups Student group plan presentation presentations	
Sunday September 8 8:00am- 4:00pm	Student group plan presentations Final exam	

University of Northern Colorado Syllabus Statements: https://www.unco.edu/center-enhancement-teaching-learning/teaching-resources/syllabus_statements.aspx

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.