

**University of Northern Colorado**  
**Applied Psychology and Counselor Education & Supervision**  
**APCE 662 Group Dynamics and Facilitation**  
**Spring 2024**  
**Syllabus**

**Instructor:** Betty Cardona PhD., LPC

**Office:** McKee 287

**Email:** [Betty.Cardona@unco.edu](mailto:Betty.Cardona@unco.edu)

**Office Hours:** By Appointment

**Phone:** (970) 351 – 1627

**Class Times: April: 12-13-14**

**April: 26-27-28**

Friday: 4:00-10 pm. Saturday: 8-5 pm.

Sunday: 8-4 pm.

---

**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.

**PREREQUISITE:**

APCE 607

**CO-REQUISITE:**

APCE 605

**NOTE TO INSTRUCTOR:**

This course is designed to meet the Council for the Accreditation of Counseling and Related Education Programs (CACREP) 2016 Standards. To meet accreditation standards for counselor education programs, students who successfully complete the course must master the following knowledge and skill outcomes. Please include the following knowledge and skill outcomes and course content items in your syllabus.

**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.*

### **COURSE CONTENT:**

This course is designed to address CACREP 2016 standards for Group Work (Section 2.F.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.

### **APCE 662: Rubric Group Dynamics and Facilitation**

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.				
<b>Knowledge Learning Outcome Assessed</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Partially Proficient</b>	<b>Beginning</b>
<b>Group Development</b> 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.
<b>Group Process</b> Student demonstrates knowledge and skill in group formation,	Student demonstrates a superior know	Student demonstrates basic, entry-level	Student demonstrates limited knowledge	Student demonstrates a lack of knowledge and skill in group

<p>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>ledge 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>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>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>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><b>Group Strategies</b></p> <p>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</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</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</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</p>

	expected of an entry-level counselor.	expected of an entry-level counselor.	expected of an entry-level counselor.	would be expected of an entry-level counselor.
<p><b>Group Management</b></p> <p>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><b>Goal Facilitation</b></p> <p>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 group members' development.</p>	<p>Student demonstrates a superior ability to facilitate growth of individual group members and the group as a</p>	<p>Student demonstrates a basic, entry-level ability to facilitate growth of individual group members and the group as a</p>	<p>Student demonstrates a limited ability to facilitate growth of individual group members and the group as a</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</p>

	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.	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.	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.	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.
--	--	---	---	--

**Required Text:**

Corey, M., Corey, G., Corey, C. (2018). *Groups Process and Practice*. (10<sup>th</sup> ed.). Belmont, CA: Cengage Learning.

**\*\*Students are responsible for the information in the editions of the texts listed above. Should a student choose a different edition, they do so understanding that they may not have the most accurate/up to date information for assignments.**

**Recommended Textbooks for Consultation (icebreakers and proposal)**

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

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

Conyne, R. K., Crowell, J. L., and Newmeyer, M. D. (2008). *Group techniques: How to use them pore Purposefully*. Upper Saddle River, NJ: Pearson Education.

Conyne, R. (1999). *Failures in group work: How we can learn from our mistakes*. Thousand Oaks, CA: 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. Alexandria. VA.**

Donigian, J. & Hulse-Killacky, D. (1999). *Critical incidents in group therapy*. (2<sup>nd</sup> Ed.).

- Belmont, CA: Wadsworth/Brooks Cole.
- Forsyth, D. R. R. (2005). *Group dynamics* (4<sup>th</sup> ed.). Stamford, CT: Wadsworth.
- Goodrich, K., Luke, M. (2015). *Group Counseling with LGBTQI Persons*. American Counseling Association.
- Gladding, S. T. (2007). *Groups: Counseling specialty* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education.
- Greenberg, K. (2003). *Group counseling in k-12 schools: A handbook for school counselors*. Upper Saddle River, NJ: Prentice-Hall.
- Keene, M. & Erford, B. T. (2007). *Group activities: Firing up for performance*. Upper Saddle River, NJ: Pearson Education.
- Rabinowitz, D., (2019). *Deepening Group Psychotherapy with Men*. American Psychological Association, Washington DC.
- Salazar, C. (2009). *Group Work Share Their Favorite Multicultural Activities: A Guide to Diversity-Competent Choosing, Planning, Conducting, and Processing*. Association for Specialists in Group Work. Alexandria, VA.**
- Yalom, I. (2020). *Theory and practice of group psychotherapy* (6<sup>th</sup> ed.). New York: Basic Books.

### **Methods of Instruction:**

The methods for instruction for this class are going to be synchronous meetings on Zoom, lecture, small group activities, experiential groups, class presentations, videos, small group discussions, solo and co-leading group facilitation.

### **Course Requirements/Assignments:**

Evaluation:

Students will be evaluated as to their behaviors in the following activities:

#### **1. Attendance and Group Membership: 20%**

REQUIRED BEHAVIORS:

There can be no substitute for attendance in this class. Much of your learning will take place because 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. (You owe an explanation to the group members for any absence—not just the instructor.) This will provide students with an opportunity to experience the group process as a member. This experience will not be evaluated or have an impact on the student's grade. CACREP accreditation requires that students experience the group process as a part of their training.

**(A)** Come to class having read the text assignment and prepared to discuss the reading. You will be evaluated on your participation in the discussions of the information on group counseling.

**(B)** 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.

**Text-Reading and Personal Reflection: (required but not graded, prepare to discuss in class)**

At the end of the course, you will be discussing with your personal reflections on your experience with your peers and instructors. Discussion will be as follows:

- (a) "What did I learn about myself?"
- (b) "What did I learn about others?"

### **REQUIRED READING PRIOR TO CLASS**

Prior to the first weekend of class, read and be prepared to discuss:

**\*\*All assigned readings may not be discussed in class, but you are responsible for having read the material.**

April 12<sup>th</sup> – 18<sup>th</sup> Pages 1-334

(A) *Part One: Basic Issues in Group Work:* (pages 1 –147)

(B) *Part Two: Group Process: Stages of Development* (pages 151-334)

(C) Prior to the second weekend, read and be prepared to discuss:

April 26<sup>th</sup>

Part Three: *Application of Group Process* (pages 341-417)

### **3. Activity Fair: 15%**

Each student will prepare an Icebreaker activity to share with the group the first weekend in class. Students would upload on Canvas a **single page** description of the activity including the following: (a) Title of the activity, (b) purpose of the activity, (c) citation – if you took this activity from a book provide a specific reference including page number, (d) list of materials needed, and (e) specific directions. Be prepared to demonstrate the activity with your class members. Demonstrations are limited to 15 minutes.

Several sources are provided on the recommended textbook list on this syllabus to use for Icebreakers and proposals. Your icebreaker should come directly from the counseling literature and not public websites. If you wish to use an icebreaker you "heard" or "saw" somewhere, you MUST find the source of the icebreaker in the counseling literature in order to use it in class, otherwise, please select a different icebreaker from professional literature. Examples of icebreakers are provided on Canvas.

April 13<sup>th</sup> at 8:00 am.

### **4. Group Proposal Assignment 30%**

*As a co-leader for a psychoeducational group, you will submit a proposal on Canvas for a group appropriate for delivery in a school or agency setting. The proposal will be typewritten in APA 7th Edition style. The proposal should be a minimum of 10-15 pages in length (without handouts and references) and adhere to the following headings:*

- a) Introduction and Theoretical Orientation;** Describe in one paragraph which theory is a good fit for your psycho-education group.
- b) Purpose and Nature of the Group:** Describe the purpose and the nature of the group, makeup of participants, how participants will be recruited, screened, and exclusion and inclusion criteria. Where, when, how often, and how long will the group meet.
- c) Group Counseling Content:** Co-facilitators will write a detailed description of each session for the group experience. Each session will include, topic, learning outcomes, (what will be the takeaway for clients for that particular session) and the activity for each session).
- d)** Students also need to provide a **table** that contains all session's description. Examples of proposals in Canvas have tables that you can look at.

Examples of full proposals are going to be available on Canvas.

**e) Forms and/or Handouts.**

**-Group Flyer:** Create a one-page flyer providing an ethically honest description of your group.

**-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. This is a crucial, legal document, and must be in "ready-to-go" format, addressing **ALL** aspects of an informed consent. You must include information about:

DORA, what it is, address and phone number.

Various levels of counselors such as Psychotherapists, CAC, LPC etc.

Confidentiality

**All limits to confidentiality**

What grave disability means as part of limits to confidentiality.

**In addition:** 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. Please use all resources online to create this very crucial document and ensure that is thorough and detailed. Please look closely at the examples provide by your instructor as these contain thorough consent forms.

**-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.

**-Include in your proposal issues of Closure/Termination/Aftercare/Referrals:** How will you structure the ending of your group and what follow-up, if any, would you offer?

Students must cite at least four-five references beyond the textbook and class readings. Articles may not be older than 5 years. References must be listed on a separate reference page following APA 7th<sup>th</sup> edition. No presentations are required. **ALL headings in the description of the assignment are required in the paper.** Due April 25<sup>th</sup> at mid-night.

### **5. Psycho-educational Group (Co-Facilitation): 35%**

Each team will plan and implement one sessions of the psycho-educational proposal and co-facilitate a 40-minute session during the second weekend of class. This group is to be psycho-educational in nature, rather than strictly process-oriented. Facilitation will be evaluated on criteria appropriate for the delivery of a professional group. **Each group will have 40 minutes to co-lead their group. Due April 27<sup>th</sup> at 9:00 am.**

#### **Evaluation of Co-leadership**

- Demonstration of basic leader skills listed above.
- 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. It is expected both facilitators will have a balanced presence in the process. Co-leaders will choose a developmental stage of the group to run their session. (initial, working and termination stages)

#### **Requirement Checklist:**

- **Attendance and Group Membership (20%)**

- **Text-Reading and Personal Reflection (NA)**
- **Icebreaker Activity Fair (15%)**
- **Group Proposal Assignment (30%)**
- **Psycho-educational Group Facilitation (35%)**

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

<b>A</b>	93-100	<b>C</b>	73-76
<b>A-</b>	90-92	<b>C-</b>	70-72
<b>B+</b>	87-89	<b>D+</b>	67-69
<b>B</b>	83-86	<b>D</b>	63-66
<b>B-</b>	80-82	<b>D-</b>	60-62
<b>C+</b>	77-79	<b>F</b>	Below 60

### **Attendance Policy:**

Attend and actively participate in all course sessions. Absences should be in case of emergencies and need documentation.

- If a student is not present during a lecture by instructors or student's presentation, the student will need to demonstrate review of the information and provide a brief paper addressing the specific content missed in class due the following session.
- A student who misses more than three hours (consecutive or otherwise) including coming late to class or retuning late to the classroom after a break, will automatically receive a full letter grade reduction on their final grade and/or may receive an incomplete for this course.
- Incomplete is given only in cases of illness, death in family, or other extreme circumstances. Proper documentation is required for an incomplete grade.
- If an emergency occurs while in class, talk with instructor before leaving class.

### **University Regulations Absence Policy**

**3-2-109(2) Absence Policy.** Regular attendance in all classes is assumed. Each instructor determines the relationship between class attendance, the objectives of the class and the student's grade. The instructor is responsible for informing students of attendance policies and the effect of attendance on their grade. **The student is responsible for knowing the policy of each course in which they enroll. Only the instructor can approve a student request to be absent from class. The student is responsible for requesting such approval when absence is unavoidable.** Students involved in University-sponsored activities, including intercollegiate athletics, may need to be excused from a class, lab, or studio meeting. In all instances it is the student's responsibility to present a written request for permission for the absence from the instructor. The student must also discuss how the absence will affect his/her ability to meet the course requirements. Students should do this as early in the semester as possible. While instructors should seek to the greatest extent possible, consistent with course requirements, to make reasonable accommodations for a student University of Northern Colorado Student Affairs 6 University Regulations involved in University-sponsored activities, students should recognize that not every course can accommodate absences and neither the absence (nor the notification of an absence)

relieves them from meeting the course requirements. In recognition of the diversity of the student body, the University provides that a student may request an excused absence from class for participation in religious observances. In all such instances, it is the student's responsibility to request, in writing, that the instructor permit the absence. The student must also discuss how the absence will affect the student's ability to meet the course requirements. A student should make any such requests before the course drop deadline for the semester. Attendance during the first two class sessions is required. The instructor has the option to drop a student from class if he or she does not attend the first two hours during which the class meets, in order to allow other students to enroll.

### **Late Paper Policy**

Students who turn in late papers will lose 10 points for every 24 hours the assignment is late (e.g., a paper that would have merited an "90" will received a "80", if submitted within 24 hours after the due date). Any paper submitted after the due date and time (11:59pm of due date), will receive a ten-point deduction. Students may request an extension for a paper/assignment during the semester, for emergencies only. An extension of a paper/assignment will only be granted at the discretion of Dr. Cardona. To request an extension for a paper/assignment, contact Dr. Cardona in person or by email.

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

**Portable Electronic Devices:** Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices during class. Text messaging is a distraction to other students and prevents you from full participation in class, personal electronic devices should not be on your desk. 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 instructors know. If you need to take a phone call during class, please step out of the classroom while you complete your call, this is part of your professional behavior grade 10%.

**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.

**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 ACA code of ethics. Any behavior that is deemed unethical will be grounds for dismissal from the program. All

information shared in a counseling course is confidential; therefore, disclosure of any kind including audio taping of the course is a violation of the ACA code of ethics.

**Accommodations Statement:**

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 your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Support Services (DSS) to request accommodations. Office: (970) 351-2289, Michener Library L-80. Students can learn more about the accommodation process at <http://www.unco.edu/disability-support-services/>.

**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).

**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 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.

**Diversity 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 and staff within CEBS will be accepting of differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, "The University will not engage in unlawful discrimination in educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University's policy to prohibit discrimination in educational services on the basis of sexual orientation or political affiliation." (See <http://www.unco.edu/hr/AAEO TitleIX.htm> <<http://www.unco.edu/hr/AAEO TitleIX.htm>> ).

Please visit the CEBS Diversity and Equity Committee website for more information on our commitment to diversity (<http://www.unco.edu/cebs/diversity>).

### Course Schedule:

Date	Topic	Reading/Assignments DUE
April 12 <sup>th</sup>	<i>Part 1: Basic Elements of Group Process</i> Introduction to Group Work, Group Leadership, Ethical and Professional Issues	Chapters 1-3 (pages 1-146)
April 13 <sup>th</sup> - 14 <sup>th</sup>	Stages of Development of a Group,	Chapters 5-6-7-8-9 (pages 151-334) <b>Icebreaker Due</b>
April 26 <sup>th</sup> -27 <sup>th</sup> -28 <sup>th</sup>	Application of Group Process Working with Adolescents, Women, and Men, and special populations.	Chapters, Chapters 10-11- (pages 341-417) <b>Proposal Due April 26<sup>th</sup>. Group Facilitation Due April 27<sup>th</sup>.</b>

### Rubric of Icebreaker Evaluation and Feedback Form

Your presentation will be evaluated using the following scale in each of the categories below:

Needs Improvement → → →→ Excellent

Introduction & Preparation 1    2    3    4    5

- Drew our attention
- Drew group attention



- Composition of participants
- How they will be recruited and screened
- Exclusion and inclusion criteria.
- Where, when, how often, and how long will the group meet?
- Description of EACH session including table with ALL sessions
- Theoretical Orientation

**Forms:**

**Group Flyer:**

- Create a one page inviting and accurately describe your group which you will give to clients for their information.

- **Informed Consent:**

\_\_\_/5

- Create an informed consent form for you and your participants to sign
- Include the pros and cons of group participation.
- Expectations and responsibilities of both group members and the leader
- Clarify what the client 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.
- Include your credentials (they can be fake for now)

- **Client's evaluation:**

\_\_\_/1

- Create a form that your group members can fill out at the end of each meeting in 5 minutes or less.

- **Counselor group meeting summary sheet (record keeping)**

\_\_\_/1

**Closure/Termination/Aftercare/Referrals:**

\_\_\_/2

- How will you structure the ending of your group and what follow-up would you offer?

Total: \_\_\_/35

**Co-Facilitation of Psycho-educational Group  
Evaluation and Feedback Form  
Group Counseling: APCE 662**

Your presentation will be evaluated using the following scale in each of the categories below:

Needs Improvement → → →→ Excellent.

Introduction & Creativity

1      2      3      4      5

- Drew our attention
- Drew group attention
- Outlined Psycho-educational Components (what do you want members to walk away with?)
- Preparation apparent
- Practice apparent
- Each facilitator prepared equally.



Group Counseling Skills: 1 2 3 4 5

- Were group counseling skills implemented by all facilitators?
- Were skills used appropriately?
- Were skills effective at providing connections and insight within the group?

Content: 1 2 3 4 5

- Were psycho-educational materials developmentally appropriate for this group?
- Were materials accurately addressing the needs of the group?
- Were materials used at appropriate times during the group process?

Facilitation Style & Co-Leadership 1 2 3 4 5

- Eye contact
- Volume, vocal variety
- Nonverbal Body language (fidgeting, posture, gestures, etc.)
- Did facilitators show sincerity or enthusiasm?
- Apparent discussion between leaders on group norms and how to work together effectively.
- Roles of each co-leader clearly identifiable
- Were the co-leader roles collaborative as opposed to competitive (tension or irritation)?
- Did leaders build on each other's work and move the group in the same direction?
- Facilitators connected to each other.
- Other facilitators were attentive and supportive of one another
- Met time requirements.

Conclusion: 1 2 3 4 5

- Ended with session summary
- Provided focus for time apart and next session (including time/date)
- Answered group questions/concerns appropriately

Overall Rating of Facilitation: 1 2 3 4 5

- Includes style, content, organization, skills, creativity, and cohesiveness

GRADE OR ASSIGNED POINTS:

/30 \_\_\_\_\_

Feedback from Instructors:

