

**University of Northern Colorado**  
**School of Applied Psychology and Counselor Education**  
**APCE 662**  
**Fall & 2009**  
**Course Syllabus**

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		October 2009
		09/10/11/ 23/24/25
<b>Instructor:</b>	Betty Cardona PhD., NCC	<b>Class Times:</b> Friday: 4:05-10 pm. Saturday: 8-5 pm. Sunday: 8-4 pm.
<b>Office:</b>	McKee 287	<b>Email:</b> Betty.Cardona@unco.edu
<b>Phone:</b>	(970)351-1627	<b>Office Hours:</b> By Appointment

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**Prerequisite:** APCE 607

**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:**

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

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**Recommended Textbooks for Consultation:**

- Conyne, R. K., Crowell, J. L., and Newmeyer, M. D. (2008). *Group Techniques: How to Use Them More Purposefully*. Upper Saddle River, NJ: Pearson Education.
- Corey, M.S., & Corey, G. (2008). *Groups: Process and Practice* (8<sup>th</sup> ed.). Belmont, CA: Thomson
- 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.
- Gladding, S. T. (2007). *Groups: Counseling Specialty* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Pearson Education.
- Keene, M. & Erford, B. T. (2007). *Group Activities: Firing Up for Performance*. Upper Saddle River, NJ: Pearson Education.
- Yalom, I. (2005). *Theory and Practice of Group Psychotherapy* (5<sup>th</sup> ed.). New York: Basic Books.
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This course is designed to meet the Council for the Accreditation of Counseling and Related Education Programs (CACREP) 2009 Standards.

**KNOWLEDGE AND 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.

**Methods of Instruction:**

The methods for instruction for this class are going to be lecture, small group activities, experiential groups, class presentations, videos, small group discussions.

**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 as a result of your membership and participation in the group. Before beginning this class, you should make a commitment to be present and actively involved at each session. (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 can, and offer feedback to others in your group. Your behavior as a member of this group will not be evaluated for a grade.

## 2. Text-Reading and Personal Journal: 5%

(A) At the end of the class you are asked to have sent an email to the instructor with your personal reflections on your experience as follows:

(a) "What I am learning about myself."

(b) "What I am learning about others."

**Due October 25<sup>th</sup> 2009.**

## REQUIRED READING PRIOR TO CLASS

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

October 9-11: Pages 1-106: Introduction to Group Therapy, Theoretical Approaches to Group Therapy, Building a Group and Therapeutic Factors.

Okech & Kline (2005) A qualitative exploration of group co-leader relationships. *The Journal for Specialists in Group Work*, 30, 173-190.

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

October 23-25: Pages 107-276: Group Leadership and Group Development, Is Group Therapy Effective Treatment? Ethical, Legal Group Management Issues. The Diversity Among Members in a Therapy Group, Short-Term Group Therapy and Self-Help and Support Groups.

## 3. Activity Fair: 15%

Each student is to bring an Icebreaker activity to share with the group on the first day of class. The student should prepare a **single page** description of the activity including the following: (a) Title of the activity, (b) purpose of the activity and how it could be related to purpose statements of specific group – give two examples, (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. Bring to class a copy of this sheet for each class member and the instructor. Be prepared to demonstrate the activity with your class members. **Due October 09/2009.**

## 4. Group Presentation: 45%

The class will be divided into groups according to school counseling, couples and families or mental health counseling interest. Subgroups will be formed to deliver specific presentations to targeted groups, facilitate group activities, and demonstrate techniques for problem populations. These presentations will be evaluated on criteria appropriate for the delivery of a professional presentation.

**Group Proposal Assignment and Class Presentation:** Each group will submit a proposal for a group appropriate for delivery in their school, or agency setting. Each group will choose a theoretical approach and one category/type from the lists below to present to the class. The group

proposal will be typewritten in APA 5<sup>th</sup> Edition style. The proposal should be a minimum of 7-10 pages in length and adhere to the following format:

- a) **Purpose and Nature of the Group:** Describe the purpose and the nature of the group, makeup of participants, how they will be recruited and screened, and your exclusion and inclusion criteria. Where, when, how often, and how long will the group meet?
- b) **Your chosen theory and style of group leadership.** How will the group's work be accomplished?
- c) **Will you have a co-therapist?** Describe how you intend to work together.
- d) **Forms: (Bring copies for each of your fellow students)**
  - Group Flyer:** Create a one page inviting and ethically honest description of your group which you will give to clients of their information.
  - Informed Consent:** Create an informed consent form for you and your participants to sign. Include the pros and cons of group participation, and the expectations and responsibilities of both group members and the leader. Clarify what 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.
  - Client's evaluation:** Create a form that your group members can fill out at the end of each meeting in 5 minutes or less.
  - Therapist group meeting summary sheet (record keeping)
- e) **First Meeting:** Describe how you would you begin the first meeting. How will you directly or indirectly begin setting structure and modeling desired norms? Will you address potential absences? Tardiness?
- f) **Anticipate Critical Incidents:** Given the typo of group, the specific population and the meeting in place of your group, the expected issues your group addresses, and your chosen theory and style of leadership, what problems and critical incidents do you anticipate? How do you intend to handle them?
- g) **Anticipate transference and countertransference issues:** Given the population you would be working with, what transference/countertransference issues do you expect, and how will you address and manage them?
- h) **Closure/Termination/Aftercare/Referrals:** How will you structure the ending of your group and what follow-up if any, would you offer?

- i) Introduction – Using the literature, support your rationale for utilizing group work and a particular group type (task, psycho-educational, counseling, or therapy) for the selected population.

**Summary** – Briefly summarize your proposal and rationale.

Students must cite at least 4 references besides the text and any class readings. Secondary sources are acceptable, but not desirable. At least one source must be an original research-based journal article. References must be listed on a separate reference page following APA 5<sup>th</sup> edition style. **Due 10/23/09.**

Each group will provide handouts for the class and the presentation will allow time for questions from your classmates afterward.

<b>THEORETICAL APPROACH (Choose one)</b>
Adlerian
Behavioral
Existential
Gestalt
Person-Centered (Rogerian)
Psychoanalytic
Psychodrama
Psychodynamic
Psycho educational
Rational Emotive Behavior Therapy (REBT)
Reality
Transactional Analysis (TA)
Cognitive - Behavioral

<b>CATEGORY/TYPE (choose one)</b>
Self esteem, career, mood disorders, couples
Compulsions, drug/alcohol and other addictions, eating disorders
Life change, developmental issues, aging, gender specific (e.g. men's or women's groups)
Separation/individuation, anger, survivors of abuse, personality disorders
Gay, Lesbian and Bisexual, coming out groups sexual dysfunction, lifestyle/life choices race/ethnicity, family, couples
Depression, anxiety
Inpatient Hospital and other institutionalized populations.
Issues related to suicide/loss, grief, other quality of life concerns, terminal or chronic illness, older adults
Anger management or other behaviorally specific management skills

For example, a presentation group might choose to do a gestalt group with survivors of sexual abuse, or might choose an eating disorders group with a psycho-educational approach, etc. The tables above are not exhaustive. If your group wants to explore an area not listed above, please check with the professor. The grade for your presentation will include thoroughness and appropriateness of the presentation; quality of handouts, feasibility of the proposal you submit; and successful integration of theory and practice. Unless unusual events occur, every member of each group will receive the same grade. Limit the didactic (lecture) portion of your presentation to **no more than 20 minutes**.

### **Co-leading a group in class: 15%**

Each student will be expected to prepare a group, co-lead the group in class, and participate in class discussion of group process after the group. The length of the group will be approximately half an hour. The topic of the group will be chosen by the members. This is a skills training group. The purpose of the group is to demonstrate basic group leader skills including:

- stating a clear purpose for the group
- setting clear norms
- linking members
- monitoring the group
- reflecting content, feelings, and meaning
- holding the focus
- direct teaching on specific points
- cutting off members
- Drawing out members
- using rounds
- encouraging appropriate expression of differences
- giving feedback
- balancing participation in the group
- clarifying goals (group and member)
- providing structure: beginning, working focus, processing and closure
- communicating with co-leader
- following guidelines for ethical practice

### **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
- Demonstration of beginning, working focus, and processing and closure

**DESIRED BEHAVIORS:**

The expectation for your class participation will be that you are fully involved and contributing to the group process. Some hints as to how this can be done will follow:

1. At the start of the group session, take three deep breaths and focus on being in the room. This means that you should try to either leave your preoccupations at the door, or talk about them in the group if they continue to distract your focus during the group session.
2. Self-disclose as much as you can. This does not mean that you are expected to bring all your concerns to the group. It does mean, however, that you should attempt to say what's on your mind during the group.
3. Give useful feedback to other group members and invite feedback for yourself. It is rare that you have the opportunity to have relationships with others that are not masked by a superficial social ritual and decorum. Giving and receiving honest feedback can be a very liberating experience, so long as it is done with the intent to be helpful.
4. "Metatalk" the group process. Say what you think may be going on when the dynamics of the group become stagnant or confusing. Recap the interactions you have witnessed and ask for explanations from the group members. This is most effective when it is immediate.
5. Behaviors to be avoided include: Bombarding others with questions, Gossiping, Storytelling, Invasion of Privacy, Monopolizing, Diagnosing, Refraining From Contributing, and any other behaviors that demean group members or thwart the process of the group.

**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

**Course Schedule:**

<b>Date</b>	<b>Topic</b>	<b>Reading/Assignments DUE</b>
Day 1	Introduction to Group Therapy, Theoretical Approaches to Group Therapy,	Brabender, Fallon & Smolar pages 1-19 Okech & Kline (2005) A qualitative exploration of group co-leader relationships. The Journal for Specialists in Group Work, 30, 173-190.

		Brabender, Fallon & Smolar pages 57-86
Day 2	Building a Group and Therapeutic Factors.	
Day 3	Group Leadership and Group Development, Is Group Therapy Effective Treatment?	Brabender, Fallon & Smolar pages 107-160
Day 4	Ethical, Legal Group Management Issues. The Diversity Among Members in a Therapy Group,	Brabender, Fallon & Smolar pages 183-205
Day 5	Short-Term Group Therapy and Self-Help and Support Groups.	Brabender, Fallon & Smolar pages 236-257
Day 6	Co-Leading Groups	

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**Academic Conduct:** Cheating on examination, 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 their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

**Disability Statement:** Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Disability Access Center at 970-351-2289 as soon as possible to better ensure that such accommodations are implemented in a timely fashion.