



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

HR 5433-301: Group Counseling in Human Relations

Course Description:

This course emphasizes basic and specialized concepts and skills in group counseling. Course content will be addressed through observation and participation in experiential process training groups with structured reflection on the group sessions in a journal. Other assignments include readings; preparation of a group project proposal with a brief oral presentation on that proposal; lectures and in-class discussions; and writing a book review on an assigned text. Practice group(s) will be assigned for each day of the class. Group processes will feature an open-ended, interactional process among group members and aim for the development of a well-functioning group dynamic.

The in-class experiential process groups require two commitments from students enrolled in the course, relating to self-disclosure and confidentiality:

1. Concerning self-disclosure, the class is a training and graduate-level learning experience and not a therapy group *per se*. Self-disclosure should not include very personal or vulnerable information about past or current life experiences or overly sensitive material about other identifiable individuals. However, some level of self-disclosure is required to gain an effective understanding of group counseling--as is each participant's identification and processing of authentic feelings and thoughts. Each person in the group will be responsible for self-monitoring the appropriate level of self-disclosure for them to have a constructive, graduate learning experience without opening up personal material that might require further professional counseling help.
2. Concerning confidentiality, by participating in the class, each student is implicitly committed to keep private what is discussed in the group settings and in class discussions. Learning to keep counseling-related information confidential is part of the professional human relations practitioner's development.

Another important feature of the class learning environment is feedback. You should expect feedback from your peers and instructor on your style of interacting in group and your counseling skills. Part of the learning to be gained from group counseling training is how others perceive you. Those who give feedback will also have an opportunity to learn about themselves by focusing on their own strong reactions and impressions of others. Each student's perceptions of other classmates and group members should be carefully self-analyzed (and shared with the group) to reveal something about the individual's own perspectives and experiences. All feedback should be given in as constructive a manner as possible. The end objectives of giving and receiving feedback are to facilitate everyone's personal growth through strengths-based encouragement; to gain a better understanding of self and others; and to promote group cohesion and well-being.

Given the Covid19 situation, we will not meet in the classroom. Instead, we will use Zoom to meet on the indicated dates and times. I will send you a link after I setup the Zoom meetings. Please keep an eye on CANVAS for updates and news. All OU students can download Zoom for free. So, if you do not have Zoom already, please install it on your computer.

Class Dates, Location and Hours:

Class format has changed COVID-19 travel restrictions.

Dates: June 21 – 27, 2020

Location: Hangar 2, Room 202, Hickam AFB, Hawaii.
Hours: Sunday 8:30 a.m.-4:30 p.m.; Monday - Friday 6:00-10:00 p.m.; Saturday 8:30 a.m. - 12:30 p.m.
Last day to enroll or drop without penalty: May 23, 2020

Site Director:

Email: aphickam@ou.edu. Phone: 808-449-6364 (DSN & Commercial).

Professor Contact Information:

Course Professor: Tim Davidson, PhD
Mailing Address: OU Dept of Human Relations
601 Elm Ave., Rm 718
Norman, OK 73019
Telephone Number: (405) 325-1756
Email Address: timdavidson@ou.edu
Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. There is no longer a physical bookstore, the store will remain, but textbooks will not be stocked. The website has book selling, renting, buying, returning, and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. For more information or questions about textbooks, feel free to contact apsyllabi@ou.edu. Text prices are available online

1. Yalom, I. D. & Leszcz, M. (2005). *The theory and practice of group psychotherapy* (5th Ed.). New York: Basic Books. ISBN-13: 978-0465092840.
2. Yalom, I. D. (2005). *The Schopenhauer cure*. New York: HarperCollins Publisher. ISBN: 0-06-621441-6

Course Objectives:

The learning objectives for this course are:

1. To learn basic and specialized skills in group counseling and psychotherapy;
2. To increase academic and experiential understanding about the nature and process of group work and what it takes to achieve effective interactions;
3. To gain first-person, working knowledge of group counseling from various perspectives, including through psychodynamic, cognitive-behavioral, strength-based, multicultural, and social justice lens;
4. To gain self-knowledge and emotional regulation as a group-member, group observer, and group facilitator;
5. To practice self-monitoring as a group member and group leader;
6. To practice giving constructive feedback in a group setting; and
7. To develop academic skills in research, writing, and oral presentations.

Course Outline:

This course is in-class. Written assignments will be submitted on-line on Canvas. The classes will consist of lectures and instructor-led discussions, and practice group sessions each meeting time. A time will be set for each student to present their ideas on a group proposal for a selected population. Readings for the class from Yalom and Leszcz's book--*The Theory and Practice of Group Psychotherapy* (5th ed.)--should be completed prior to the course beginning, concentrating on Chapters 1-3; 5-6; 8-11 (especially for the first written assignment); and 13. Yalom's book, *The Schopenhauer Cure*, should be read in preparation for the final paper, due, after the in-class meetings are completed.

Assignments, Grading and Due Dates:

Assignment 1: Individual paper on “group proposal”

This assignment will be a 5+ page paper (APA style) for a group proposal. Submit your paper to the designated file on Canvas. Then, be prepared to present a 10-15 minute oral presentation of your group proposal to the class on assigned dates.

In your proposal paper, identify a special population, then, design a group counseling intervention plan with a brief literature review (4 to 5 references) on the topic. For example, if your group proposal is for single parents, you would include references on that topic in your literature review and emphasize themes from selected publications that provide good background about the issues facing single parents. Include the following in your paper:

1. An introduction with a brief literature review.
2. A rationale for your proposal, including a discussion of special needs, multicultural issues, and social justice considerations;
3. Objectives and strategies for each stage of the group: forming, initial, transition, working, and final;
4. The type of group you will conduct (e.g. psycho-educational; interpersonal-process; psychodynamic) and what procedures you will utilize;
5. Potential obstacles to the group’s success and how you plan to address them; and
6. How you will evaluate the effectiveness of the group.

Due date for depositing individual “group proposal” paper on Canvas: First day, by beginning of class

Assignment 2: Journal entries as group participant

Most group sessions will be conducted as a discussion with all group members initiating and being involved with the group; and with the instructor co-facilitating, occasionally or as necessary, but primarily observing. In the early meetings, the instructor will lead one or two sessions.

Group sessions with the instructor will consist of more open-ended group processes or specific group exercises. The emphasis will be on supportive interpersonal interactions between group members. The desired outcomes will be identifying, understanding, and expressing feelings constructively; developing therapeutic communicative styles when supporting other group members; and building healthy relationship dynamics and group cohesion. Each group member should take responsibility for appropriate self-disclosure to add to a positive group experience.

The content and process of student-led groups will be decided by each group. The initial group focus may deviate from the initial plan for any particular group session, based on group members’ contributions and reactions. All group members should prepare a short list of key topics they want to pursue in group sessions and be prepared to take the lead in group sessions to address those topics as the week unfolds.

The **written part** of the group process is to prepare a **one page journal entry** of the group experience **after each class** following a group session. At the end of the class, journal entries should be submitted at the designated place on Canvas. The journal entries should be separated with sub-headings, e.g. Session 1, Session 2, etc.

1. In your journal entries, record *your reactions* to the group process. Examples of questions to consider are: What were your feelings during the group process? What impacted you strongly? How did you react through the shared part of the group... and in your private thoughts? What did you learn about yourself? How satisfied were you with your participation? What will you do differently in future sessions? What did you do well?
2. Also, record *your analyses* of the group process. Ask yourself the following kinds of questions: What processes did I observe? What dynamics are affecting relationships among group members? What were the highlights of the group session? What would I do differently as a group facilitator to focus the group in another way? What have I learned from the literature on group counseling, or from class discussions, to help me understand better what is transpiring in the group process?

Due Date: Last day, after class is finished

Assignment 3: Final: Schopenhauer book review

Write a 7 – 10 page book report on Irvin Yalom’s novel, *The Schopenhauer Cure*. Include the book in a reference page in APA style and add any other references you choose to use (no other references are required). Discuss the book including the following content:

1. **Key ideas on group counseling:** Identify ten (10) ideas embedded in the novel that describe principles of group leadership and/or protocol for conducting effective therapy. For example, the idea of insisting that group members distinguish between opinions, observations, and feelings might be one of the points you highlight.
2. **Life lessons drawn from Schopenhauer:** What are the ingredients of the so-called “Schopenhauer cure”? What life lessons can be drawn from the biographical descriptions of Schopenhauer? Is there a healthy and socially-adaptable way to practice detachment? Are there other ways to help achieve emotional well-being and emotional regulation that you might recommend?
3. **Reactions to group members as depicted in novel:** Do you see parts of yourself in any of the group members? Who? And what are the similarities? Do you identify with Phillip at any level? If so why? If not, why not? How do you evaluate Julius as a group leader? What transference would you likely develop toward Julius if you were in the group?
4. **General review of book’s strengths and weaknesses:** What was most striking, troubling, and surprising to you in the book? What did you learn about human nature and the process of change or personal growth?

Submit your paper to the designated file on Canvas.

Due date: 2 weeks after last class session

Assignment 4: Active involvement in group sessions and class discussions

Involvement in class discussions is always a vital part of the learning process in a graduate course. An even deeper level of involvement is necessary for a group counseling session to be useful. In the general class discussions, ideas will usually be shared based on theory and research from your studies, and from your lived experience in reference to whatever focus is underway in the class.

In group counseling sessions, you will be tasked with another kind of active involvement: (a) sharing feelings; (b) self-disclosing personal thoughts; (c) revealing personal narratives about your life; (d) constructive relationship building within the group; (e) therapeutic dialogue in reference to other group members stories and feelings; and (f) building a cohesive, well-functioning group. Group members should bring positive energy and empathy for others when responding to what is being experienced in group.

The aforementioned criteria for class discussions and group sessions will be used to assess your active involvement in the course.

Grading:

This is a letter-graded course: A, B, C, D, or F.

Assignment	Due Date	Points
Individual paper on “group proposal”	Frist night of class	25 points
Journal entries as group participant	Last night of class	25 points
Final paper: Schopenhauer book review	July 12, 2020	25 points
Active involvement in group sessions and class discussions	Throughout	25 points

Final grades will be assigned as: A = 90 - 100 points
B = 80 - 89 points
C = 70 - 79 points

D = 69 - 60 points

F = 59 - 0 points

Attendance policy: With the exception of excused absences and possible make-up assignments (see policies and notices), 3 points per every 3 hours of missed class will be subtracted from the overall grade if you are unable to attend all of the classes. It is especially important not to miss one of your group process sessions.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

Writing Style and Scholarly Effort: All of your written work for this course should be carefully edited before submission. Your papers should be well organized, free of grammatical errors, thoughtful and give evidence of scholarly work. If you cite other writers, APA style should be used in the citations and reference list. The papers should have a cover sheet.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Tim Davidson, Ph.D.

Education

1982 University of Edinburgh, Scotland, Interdisciplinary Studies in Clinical and Counseling Psychology, Existential and Phenomenological Philosophy and Theology

Current Positions

- Advanced Programs Professor since 1997
- Associate Professor of Human Relations, University of Oklahoma, Norman, OK

Frequently Taught Advanced Programs Courses

- HR 5003 Theoretical Foundations
- HR 5100 Assessment and Evaluation
- HR 5413 Chemical Dependency
- HR 5463 Counseling Skills

Major Areas of Teaching and Research Interest

- Clinical Practice
- Race Relations
- Ethics

Representative Publications and Presentations

- Davidson, T. & Davidson, J.R. (1995). Cost-containment, computers and confidentiality. *Clinical and Social Work Journal*, 23(4), 453-464.
- Davidson, J.R. & Davidson, T. (1996). Confidentiality and managed care: Ethical and legal concerns. *Health & Social Work*, 21(3), 208-215.
- Davidson, T. (2000). Economic determinants and managed behavioral healthcare. *Free Inquiry in Creative Sociology*, 28(2), 55-62.
- Davidson, J.R., Davidson, T. & Crain, J. (2001). White skin and sheepskins: Challenging the status quo in the education of helping professionals. *The Journal of Intergroup Relations*, 27(4), 3-15.
- Davidson, T. (Spring/Fall 2006). Ricoeur's phenomenology of the ego: A clinical emphasis. *Journal of French Philosophy* (16) 1,2, 82-92.
- Davidson, T. (2014). STRENGTH: A system of integration of solution-oriented and strength-based principles. *Journal of Mental Health Counseling*, 36(1), 1-17.

Major Professional Affiliations

- Texas State Licensed Professional Counselors (1983-94)
- Texas State Licensed Marriage and Family Therapists (1992-94)