



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5433-102: Group Counseling in Human Relations

Course Description:

This course focuses on several theories and approaches to group counseling. A systems perspective on group interaction will be presented. This course is two-fold: (1) to acquaint students with the theories and techniques of major approaches to group counseling through didactic presentation; and (2) to encourage integration and practical application through encouragement of participation in various group exercises. Students will have opportunity to participate in group interaction simulations, small group discussions, and exploration of topics, selected to be of relevance to this class. Several activity-based resources will be provided. The course is designed as a training course in group counseling facilitation rather than one of personal therapy and is designed to assist students in developing group facilitation skills.

Class Dates, Location and Hours:

Dates: July 13 – 15 & 20 - 22, 2018
Location: 3281 NW Koehler Loop, Fort Sill, Oklahoma
Hours: Friday 5:30-9:00 p.m., Saturday 9:00 a.m.-5:00 p.m.; Sunday 12:00-4:00 p.m.
Last day to enroll or drop without penalty: June 14, 2018

Site Director:

Email: apftsill@ou.edu. Phone: (580) 355-1974.

Professor Contact Information:

Course Professor: Judith K. Adams, Ph.D.
Mailing Address: 9726 East 42nd Street South, Suite 106
Tulsa, OK 74146
Telephone Number: (918) 712-7711
E-mail Address: jkadams1@mindspring.com
Professor availability: The professor will be available via e-mail 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 Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at <http://www.bkstr.com/oklahomastore/home> is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.

Corey, M.S., Corey, G., & Corey, C. (2013). *Groups: Process and practice* (9th ed.). Florence, KY: Brooks/Cole. ISBN 9781133945468.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Course Objectives:

- Students will be presented theoretical concepts of group counseling and information regarding the pragmatics of group counseling, i.e., screening group members, ethics of group counseling, formats for groups, etc.
- Students will be presented opportunities to practice group facilitation skills. Students will practice facilitating group sessions, as well as participating in simulating group exercises.
- Students will develop appreciation for stages of group formation, development, and termination and will understand group counseling with a variety of problems and populations.

Units of the Course

- I. Overview of Counseling Groups
 - a. Philosophy of Group Work
 - b. The Group Leader as a Person
 - c. Developing Your Group Leadership Style
 - d. Diversity Competence⁴ in Group Facilitation
- II. Ethical and Professional Guidelines for Group Leader
 - a. Rights of Group Participants- Informed Consent
 - b. Psychological Risks in Groups
 - c. Uses and Misuses of Group Techniques
 - d. Confidentiality
 - e. Socializing Among Group Members
- III. Stages of a Group
 - a. Forming a Group: Member Selection and Screening
 - b. Initial Stage
 - c. Transition Stage
 - d. Working Stage
 - e. Ending a Group
- IV. Specific Types of Groups
 - a. Solution-focused, brief therapy, symptom focused
 - b. Psychoeducational Groups
 - c. Behavioral and Cognitive-Behavioral Approaches
 - d. Rational Behavioral Therapy Applied to Groups
 - e. Person-Centered or Non-Directive Groups
 - f. Gestalt Theory and Techniques, Role-Playing, Enactment Techniques and Psychodrama
 - g. Transactional Analysis applied in Groups
 - h. Adlerian Theory and Application; Existential Theory and Application
 - i. Use of Group Methods with Special Populations; Cultural Issues Evident in Groups
- V. Utilizing Group Discussion and Group Process to Address Special Topics
 - a. Parenting and Family Issues
 - b. Critical Incident Stress Debriefing: Combat Operational Stress Response
 - c. Deployment Preparation: Issues of Reintegration
 - d. Recognizing and Addressing Post-Traumatic Stress Disorder
 - e. Separation from the Military and Retirement

Assignments, Grading and Due Dates:

Brief Paper- Due the first day of class:

Write a brief paper (4-6 pages) describing at least three groups which have influenced your identity and self-concept. In the paper, describe the ways in which these groups have influenced you, address the norms which governed each group, and how decision making and problem solving was handled in each of these groups. Describe how members dealt with conflict and controversy. **This self-awareness paper will count for 10 points.**

Daily critiques:

At the end of each day, each student will be asked to write a synopsis and critique (1-3 paragraphs) of the activities of that day. (No critique will be required on the final day of class). The purpose of writing each critique is to help the student evaluate, integrate and synthesize the activities of the day, as well as provide the instructor with feedback about each group session. **These critiques will count for 3 points per day (total of 15 points).**

Class participation:

Students will be expected to participate in group discussions and class activities. These simulations will aid students in learning about group counseling first hand. Students will be given the opportunity to facilitate the discussion and interaction, to develop skills. Topics to be utilized for these group discussions will be selected by the instructor and the group leader for each day, offering several options. Personal therapy will not be the objective: personal disclosure will not be required. Students' professional roles will be respected and any disclosures in class will be treated as confidential. **Class participation will count for 25 points.**

Quiz #1:

This quiz will focus on the content material covered in the first portion of the class. The quiz will be a combination of multiple choice and short essay. **This quiz will count for 10 points.**

Group Proposal:

The major written assignment is a proposal for a group that each student could facilitate. This may be an actual group with which the student is familiar or one which he/she would like to facilitate. The description of the group should include a basic rationale and justification for the group. A short literature review of published studies on this topic or population (3-4 references). The group purpose should be discussed briefly. The selected or identified members for the hypothetical group should be discussed, such working mothers, first-time pregnant couples, adolescents, the elderly, military retirees, or any other group attendees. The means for recruiting members, advertising for the group, or accepting referrals to the group should be addressed.

Other relevant factors should be addressed, such as meeting times and frequency, cost of session, policy for missing sessions, rules for expulsion from the group, etc. The proposal should address whether the group is voluntary or mandatory, and if mandatory, what records and reports might be generated regarding attendance and participation. A brief description (1-2 paragraphs) of the focus of each session of the group should be included, considering approximately 6 to 10 sessions of a time-limited group. The proposal should include a method for assessing the effectiveness of the group, during the course of the group and/or at the end of the group. **The group proposal paper is due July 30, 2018 and will count for 30 points.**

Final Quiz:

This quiz will address general issues of group counseling, personal perspectives on group leadership, and methods of group counseling. The quiz is likely to be take-home. **The quiz will be due July 30, 2018 and will count for 10 points.**

Grading:

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

Assignment	Points	Percent
Pre-Class Paper	10 points	10%
Daily Critiques (5)	15 points	15%
Class Participation	25 points	25%
Quiz #1	10 points	10%
Final Group Proposal Paper	30 points	30%
Quiz #2	10 points	10%
Total	100 points	100%

Course Grading Scale:

Percent	Points	Grade
90-100 percent	90-100 points	A
80-89 percent	80-89 points	B
70-79 percent	70-79 points	C
60-69 percent	60-69 points	D
50-59 percent	50-59 points	F

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.

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

Judith K. Adams, Ph.D., LMFT, LADC

Education

- 1968 BA, Psychology, English, Concordia College, Moorhead, MN
- 1976 MA, Clinical Psychology, University of Nevada, Las Vegas, NV
- 1982 Ph.D., Clinical Psychology, University of Nebraska, Lincoln, NE

Current Positions

- Clinical Psychologist, Marital and Family Therapist Solo Private Practice, Tulsa, OK
- Adjunct Professor, Univ. of Oklahoma, Human Relations-Advanced Programs Norman, OK-1983
- Licensed Psychologist-Oklahoma
- Licensed Marital and Family Therapist-Oklahoma
- Licensed Certified Alcohol and Drug Counselor-Oklahoma- Certified Trauma Specialist
- Diplomate Board Certified Forensic Examiner: interest in child custody and child abuse issues
- Board Member- Oklahoma Alcohol and Drug Counselor Association- Certification Board
- Board Member- Oklahoma Licensed Alcohol and Drug Counselor Board: Term 2012-2022

Frequently Taught Advanced Programs Courses

- HR 5100 Ethical Issues in Counseling
- HR 5100 Basic Counseling Skills in Human Relations
- HR 5113 Child Abuse and Neglect
- HR 5113 Ethical Issues in Human Relations
- HR 5413 Chemical Dependency
- HR 5083 Seminar in Group Dynamics

Major Areas of Teaching and Research Interest

- Psychotherapy and psychological Assessment: Marriage and Family Therapy
- Critical Incident Debriefing- Psychological First Aid
- Post-Traumatic Stress Disorder: Psychological, Neuropsychological, Spiritual Aspects of PTSD
- Forensic Psychology, Expert Testimony, and Psychology Interface with the Legal System
- Child Abuse Investigations: Methodological Errors and Protocols for Proper Investigation
- Allegations of Child Abuse in Divorce & Custody Disputes- Parental Alienation in Divorce
- Addictions Counseling, including Substance Abuse, Eating Disorders, Addictive Behaviors
- Recoverability and Reversibility of Neurocognitive Deficits among Abstinent Alcoholics

Representative Publications and Presentations

- Ethical-legal issues in intra-familial child abuse cases, TAMFT, San Antonio, TX: Jan. 29, 1999.
- Ethical-legal issues in intra-familial child abuse cases, ArAMFT, Fayetteville, AR: Sep. 18, 1998.
- "Court-mandated treatment and required admission of guilt in cases of alleged sexual abuse: Professional, ethical, and legal Issues," *Oklahoma Family Law Journal*, March, 1998.
- Ethical and legal issues in suspected sexual abuse cases, TAMFT, Dallas, TX: Jan. 30, 1998.
- Interviewing children in suspected sexual abuse cases. NASVOCAL Org. Tucson, AZ Sep 97
- Methodological errors in child abuse investigations, NASVOCAL Org. Tucson, AZ. Sep. 97
- Hearsay testimony in suspected sexual abuse cases, Tulsa Bar Association, March, 1997.

Major Professional Affiliations

- Oklahoma Drug and Alcohol Professional Counselor Association
- National Association of Alcoholism and Drug Abuse Counselors
- American College of Forensic Examiners
- International Association of Trauma Counselors