

University of North Texas at Dallas
Spring 2012
RHAB 4375
Group Counseling

Division of Education and Human Services	
Instructor Name:	<i>Constance Lacy, Ph.D.; LCSW; HS-BCP</i>
Office Location:	<i>UNT Dallas Bldg. 2 (Founders Hall), Rm. 329</i>
Office Phone:	<i>XXXXX</i>
Email Address:	<i>XXXXX; Blackboard course email</i>
Office Hours:	Mon. 1:00 to 3:00; Tue. 11:00 to 1pm 4 to 5; Thru. By Appt.
Virtual Office Hours:	<i>Blackboard, Wednesday Mornings</i>
Classroom Location:	<i>UNT Dallas Bldg. 2 (Founders Hall), Rm. 338</i>
Class Meeting Days & Times:	Thursday 10:00 AM -12:50 PM
Course Catalog Description:	This course is designed to explore the concepts of group dynamics, group culture, the change process and stages of development. Students will be given the opportunity to practice leadership skills needed to facilitate effective group work in various settings. Students will also learn about the application of group processes and techniques to chemical dependency treatment and issues relevant to at-risk youth. This course is a combination of didactic and experiential elements. There will be a focus on the stages in the evolution of groups which include forming a group.
Prerequisites:	May be taken concurrently with HSML 3000.
Required Text:	Corey, M. S., & Corey, G. (2010). <i>Groups: Process and practice</i> (8 th ed.). Boston: Thomson Brooks/Cole. ISBN#: 9780495600763
Preferred Text:	Corey & Corey (2010). <i>I never knew I had a choice: Exploration in personal growth</i> (9 th ed.). Boston: Wadsworth. ISBN #: 0495602299
Course Goals or Overview:	
	In keeping with the Core Values and Educational Themes of UNT Dallas this course will provide students with: 1. An explanation of the nature and function of various types of groups 2. A delineation of the various stages of groups 3. Skill development and techniques associated with counseling small groups of clients 4. Practice in the use of skills and techniques applicable to various stages of client development and various client populations 5. Practice in the use of skills and techniques applicable to various counseling situations 6. Feedback mechanisms for group process evaluation 7. Supervised practice in facilitating a group session
Learning Objectives/Outcomes:	At the end of this course, the student will demonstrate an ability to:

1	Utilize effective verbal and nonverbal skills; active listening skills; proper documentation; cross cultural communication skills; developing positive relationships; and resolving conflicts during in-class lab sessions
2	Identify the different stages of group development and explain the characteristics of each of the respective stages
3	Examine the pros and cons of the co-leadership model in group work
4	Explain the different procedures for forming a group. Identify the professional codes of ethics applicable to group work
5	Identify the various types of groups and the purposes and functions of each type of group.
6	Explore the impact of social, cultural and economic forces the group process and demonstrate ability to manage diversity and cultural competence as part of their group presentation assignment and submission of a written paper.

Course Activities: This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course: Class instruction, short lectures, demonstration groups, discussions and quizzes, assignments, projects, and class participation.

Course Evaluation Methods	
Attendance and Participation	50
Paper 1 – Article Review	40
Reflective Journals (4)	40
Mid-Term (RAT format)	120
Group Presentation (Includes class and peer evaluations)	150
Group Facilitator	50
Final Exam (RAT format)	125
TOTAL:	575

Grading Criteria: A=100-90%; B=89-80%; C=79-70%; D=69-60%; F=59-below

NOTE: The instructor has the discretion to determine the appropriate grade earned by any student based on attendance, behavior/participation, submitted work, etc. This grading scale does not guarantee any particular grade to any student based on numerical values alone.

LATE ASSIGNMENTS ARE NOT ACCEPTED AT THE INSTRUCTOR'S DISCRETION

FORMAT OF THE CLASS:

A hybrid form of Team-based Learning will be implemented in class to support the learning and application of concepts about adolescent development. **Team-Based Learning** is “a special form of collaborative learning using a specific sequence of individual work, group work and immediate feedback to create a motivational framework in which students increasingly hold each other accountable for coming to class prepared and contributing to discussion” (Michael Sweet). The emphasis on what we will be doing is NOT just to binge on receiving information, then purge it back in memorization and call that learning. We are aiming for a higher standard of actual learning and mastery of the material. In addition, I hope to prepare you to be a life-long learner and engaged citizen. To help you in that cause, we will be using a Team-Based Learning approach (see www.teambasedlearning.org). Success of the Team will help you be successful! Your team mates will be a useful resource for you throughout the semester.

Late Assignments: Late assignments will be accepted as follows: **All assignments are due at the beginning of class on the day specified in this syllabus.** After this, assignments will be deducted 10pts

every day the assignment is late. **Assignments that are 7 days late will not be accepted and will result in a grade of zero.** Assignments sent via email attachment will not be accepted.

Blackboard: This course requires use of Blackboard to submit specified assignments and other interactive processes. You are required to check announcements using Blackboard along with email correspondence, discussion board assignments, group assignments, written assignments, etc.

CLASSROOM ETIQUETTE

Classroom time is an opportunity for each student to learn and share knowledge. Please join with your instructor and extend the following classroom courtesies to your colleagues to ensure the highest and best use of class time. Your laptop cannot be used in the class unless it is associated with the contents of this class. If the student is found to be in violation, the student will be asked to shutdown the laptop and will not be permitted to use the laptop in this class for the remainder of this course.

Attendance: Attendance is stressed as a fundamental component of the course. Absences will affect your grade. Therefore, only **two** excused absences is allowed. Students are held responsible for all academic work required or performed during their absence regardless of the reasons for those absences. **IF YOU MISS CLASS YOU WILL NEED TO GET NOTES AND ANNOUNCEMENTS FROM CLASSMATES!**

Leaving Class Prior to Dismissal: Students who need to leave class prior to dismissal or break are requested to advise their faculty member before class, and to sit as close as possible to the door. This will avoid unnecessary classroom disruption or distraction.

Pagers and Cell Phones: Students should either turn pagers and cell phones off during class time. The ringing of either is very disruptive to instruction.

Side Conversations: Side conversations are distracting to all. Please refrain from engaging in them

Seating Arrangements: For the purpose of ensuring an understanding of group dynamics you may be required to move around the classroom at various times at the request of the instructor. Remember, this class is about experiencing change.

COURSE ASSIGNMENTS:

INDIVIDUAL ASSIGNMENTS - The overall purpose of the individual assignments is to review theories relevant to the study of development and to apply them to “real life” examples of adolescence. **To build on that experience you will be required to attend at least one group session outside of class.**

READINESS ASSURANCE TESTS— ensures that you have completed pre-class reading and are prepared for in-class team work. The process consists of a multiple choice test (15 questions) on key concepts from the readings. It is first taken individually and then immediately re-taken with your team.

PAPER I - This paper is due on the day indicated in the course schedule and must be turned in on time.

1. **This paper is due on the day indicated in the course schedule.** They must be turned in on time.
2. They must be related to your group presentation topic. Options are available below. Be sure to use the UNT Dallas library databases.
3. You must use well-known recognizable professional or scholarly counseling journals. A short list of options includes *Specialists in Group Work*, *ACA Journal*, *Group Dynamics*, *Professional Counselor*, *Journal of Psychology*, *Journal of Counseling Psychology*, *Journal of Social Work*, etc. **Do NOT USE Internet-based Articles!** These are not scholarly, nor credible. If you have a question about an article and journal, ask.
4. Each review should be 3 to 5 pages and should follow the assignment guidelines above.

5. Attach the article copy to the back of the review, if it is not one of the articles provided through Blackboard.
6. In your evaluation, explicitly address these questions:
 - a) What was the reason for and purpose of the article? Is the article relevant to group counseling and/or chemical dependency counseling?
 - b) What were the weaknesses in the article, such as were the methods problematic, were the authors limited in their thinking, etc.?
 - c) What questions were answered for you regarding group counseling skills?
 - d) What did you learn and how would you use the information to enhance your skills?
 - e) How could this material enhance your knowledge of group work in chemical dependency counseling and skills as a group leader?
 - f) How would you apply this material, realistically in group practice?
 - g) What is your conclusion about this material and how it fits with the textbook and your class experiences? (Make a personal connection between this article and your other learning experiences and tools.)
 - i) Remember that information from your article reviews should help you prepare your group presentation.

REFLECTIVE JOURNALS -

You will be required to make 4 journal entries. **Since you are required to attend and participate in at least one group process outside of class, one of your journal entries needs to cover your experience.** Journal entries must be typed, double-spaced, in Times New Roman font and submitted via Blackboard. Keep a journal in which you will write or type a summary of the group process you are experiencing including comparisons or questions in light of what you are learning.

The key is to include both feelings and insights as the group moves along. The journal should document your own progress in self\professional development. Discuss your thoughts, questions, and any issues regarding your movement and growth from the beginning of class to the end of class. **NO LATE ENTRIES ACCEPTED.**

GROUP PRESENTATION – Students are to on Topic Related to Chemical Dependency Treatment Groups Guidelines - Expectations for presentation: The following items are the main criteria for completing your presentation successfully and competently:

1. Engage class for 20 minutes.
2. You need to work as a group.
3. Provide the history of the group topic you are presenting on(who, what, where, when), the purpose (why), effectiveness and usefulness of the group.
4. Provide an example of the group’s use in the real world, whether actual example, skit, or scholarly work. (Incorporate visual aids; demonstrate creativity and engage your classmates in hands-on activities.)
5. Evaluate the topic presented; what is the purpose of this type of group; what’s good, bad, ugly, and neat about this type of group process; what is the comparison and contrast to other groups addressing the topic; would you use this particular group process to address a different problem with a group of clients? Why or why not.
6. Offer classmates chances to ask questions and participate.

Topics List (not all inclusive; other topics may be approved by instructor well in advance).

PTSD and Support Groups	Grief Issues
Groups in the Criminal Justice System	12 Step Groups
Groups for Adolescents	Men’s Issues
Families in Treatment	Women’s Issues

Psychodrama in Group Counseling	Issues Related to Spirituality
Conflict Resolution and Group Counseling	Self-Esteem
Relationship Building	Addictions
Divorce Groups	Sexual Trauma
Groups for Children	Meta-message
Post-Traumatic Stress Disorder	Community Violence

GENERAL SUBMISSION GUIDELINES

1. Papers should conform to the writing style and reference guidelines found in the *Publication Manual of the American Psychological Association (6th ed.)*.
2. Double space using Word files using an appropriate 12-point, black color font, and one inch margins.
3. Use a Title Page, and make it APA style with assignment/project title, your name, the date, the course.
4. Use headers, right justified, per APA. Put your last name and page number on first header line; and on the second header line, type the assignment title/name.
5. Always write an introductory paragraph and a final concluding (i.e., synthesizing, evaluative) paragraph; always include a references page, per APA.
6. A full page equals 22-23 lines of content.
7. *For all assignments and projects:* Please be careful and attend to issues of good grammar, spelling, and presentation.
 - a. DO NOT USE CONTRACTIONS (SHORTENED FORM) in academic writing. This course’s writing is academic and scholarly.
 - b. Be very careful to maintain consistency in use of verb tense and voice (e.g., third, second, or first person voice) throughout papers.
 - c. An important note about plagiarism as it pertains to this course, avoid writing more than 2 or 3 consecutive words of anything that might be borrowed from another source without citing. When in doubt, cite the source. Realistically, until the conclusions are being drawn and the reflective thoughts are being conveyed, chances are that most students’ thoughts and writings are drawn from reliable and valid sources. Therefore, citing appropriately, sentence by sentence, adds credibility to the writer’s work. Furthermore, do not copy either by physically typing or by simply pasting from another source’s website or article and call it your own work by failing to cite the material as a direct quotation. The instructor has been known to sleuth out plagiarism (within minutes of detecting a possible problem with a document) despite any desire **to not find** the evidence. One key way to avoid problems with plagiarism is to submit assignments informally and early by a date upon which has been mutually agreed. The instructor will return the document with feedback and make suggestions for how to better engage in source citations and how to avoid inappropriately handled quotations. Also, student who make such efforts tend to earn higher grades.
 - d. *Do not cite* Wikipedia, Answer.com, Ask.com, About.com, or any other non-scholarly or non-academic Website (*need I go on?*). *It is not good academic form; the instructor will critically grade the use of such reference choices to the disadvantage of the student who uses such.*

TEAM ACTIVITIES - Teams will either be presented with a problem/scenario **or** will be given an activity to complete. Teams will be asked to make specific recommendations, explain decisions, and apply concepts from the text for support. The problem and/or activity will be the same for each team. The team must reach a consensus for the resolution of the problem before sharing their decision with the class. (Each team member will complete a Separate Peer Evaluation Form for Each Activity)

GROUP FACILITATOR GUIDELINES – Students will be assigned (1) time to facilitate and lead a group exercise. You will be evaluated as follows:

1. **The pre-group preparation - Provide a written session plan** (format provided) and discuss with the instructor/co-leader prior to the assigned group experience (personally or electronically).
2. **Preparation of theoretical summary for classmates** - You must include the following points in your

summary:

- (a) the definition of the type of group you are facilitating as well as the basic goals and theoretical perspectives of the group,
 - (b) the key concepts relevant to the group you are leading,
 - (c) the techniques you plan to use during the group session,
 - (d) the relationship of the techniques to the key concepts, and
 - (e) the role and function of the group leader from that theoretical perspective; and
3. **Complete the summary self-evaluation** (format provided) of your group experience and leadership skills.
 4. **Participation** during the in-class de-briefing
 5. **Demonstrate minimal competencies.** The students will maintain a record of demonstrations of the competencies based on their participation in the class group.

This Course is a Group Process with the Classroom-as-Group-Laboratory Experiences - Because this is a class geared towards the group process, it is important that participants have the experience of functioning in the group setting. With this in mind, there will be times when class will be conducted with small groups (or the whole class together) sitting in circle formats. With such arrangements, we can engage in experiential activities. It is essential that you become an active learner in this GROUP course. You are expected to involve yourself personally, take an active role in participating in discussions and processing of group sessions, and be willing to raise questions based on your readings. Some students may not be comfortable with the format that involves a heavy focus on experiential learning, which demands a level of personal disclosure and exploration of personal concerns.

The purpose of this course is to learn group process, not to experience group therapy. Please, feel comfortable addressing personal growth while learning group processes. However, avoid deeply personal issues that cannot be adequately addressed during a 1-semester course. If those issues exist for you, I absolutely encourage you to consider joining a therapeutic group outside of class. As a member of any of our class groups, you always retain the right to decide what you are willing to disclose and whether you are willing to disclose anything at all. Our classroom is a safe space for nonjudgmental learning. **Your grade is not dependent on your involvement as a member of the group.** However, It is important for you to share your observations of your group during any class debriefings following group process experiences. **In no way is this an attempt to conduct group counseling in the classroom!** This is only meant to give you the experience of what it is like to function as a group.

CONFIDENTIALITY: Material shared is to be maintained in confidence among the members of the group (although this cannot be guaranteed). Because some members of the class may choose to share personal information regarding themselves, family, or friends, all students are asked to keep what is said in the classroom in strict confidence and respect the feelings and beliefs of other class members. **Our classroom, our laboratory is a safe space for nonjudgmental learning.**

COURSE SCHEDULE

TIMEFRAME	LESSON	BASED ON READING	DETAILS
Week 1 Jan. 19	ICE BREAKERS INTRODUCTIONS – SYLLABUS OVERVIEW, Lecture: : SOCIAL GROUP WORK AND PRACTICE	HANDOUT (ZANTROW & VOGEL, 2012, CH. 2)	<ul style="list-style-type: none"> SELF-ASSESSMENT INVENTORY ASSIGN GROUPS DISCUSS GROUND RULES FOR A SAFE CLASS
Week 2 Jan. 26	Group Membership & Screenings (Types of Groups, Zastrow et al., CH 1) Group LAB Work	Chapter 1	<ul style="list-style-type: none"> ASSIGN FACILITATORS for IN-CLASS Group Work
Week 3 Feb. 2	Effective Group Leader Personal Characteristics Ethical & Legal Issues	Chapter 3 Chapter 2	
Week 4 Feb. 9	Group Dynamics and Leadership, Developmental Aspects of Group Counseling Forming a Group; Stages of a Group	Chapter 4 Handout : (Zastrow et al., CH 3)	GROUP WORK IN-CLASS THE Discussion Group
Week 5 Feb. 16	NO Face-to-Face Class Article Review Due Submit on Blackboard		
Week 6 Feb. 23	Initial Stage; Setting Goals Therapeutic Relationships (Group Dynamics: Goals and Norms, Zastrow et al., CH 4)	Chap. 5	
Week 7 March 1	GROUP PRESENTATION 1: CD Treatment Group LAB Work	GROUP WORK IN-CLASS The Task Group	
Week 8 March 15	MID-TERM EXAM		MID-TERM EXAM (CH. 1-5 and Handouts)
March 22	SPRING BREAK		
Week 9 March 29	The Transition Stage <i>Member Functions & Leader Functions;</i> <i>Challenges; (Verbal and Nonverbal</i> <i>Communication, Zastrow et al, CH 5)</i>	Chapter 6	JOURNAL ENTRY 1 DUE Submit on Blackboard
Week 10 April 5	GROUP PRESENTATION 2: CD Treatment Group LAB Work	GROUP WORK IN-CLASS The Self-Help Group	
Week 11 April 12	The Working Stage	Chapter 7	JOURNAL ENTRY 2 DUE Submit on Blackboard
Week 12 April 19	GROUP PRESENTATION 3: CD Treatment Group LAB Work	GROUP WORK IN-CLASS The Experiential Growth Groups	
Week 13 April 26	Working With Diverse Groups	HANDOUT: Zastrow et al., CH 7	JOURNAL ENTRY 3 DUE Submit on Blackboard
Week 14 May 3	GROUP PRESENTATION 4: CD Treatment Group LAB Work	GROUP WORK IN-CLASS The Reflection/Treatment Groups	

Week 15 May 3	The Final Stage/Termination and Evaluation	Chapter 8 (Zastrow et al., CH 13)	JOURNAL ENTRY 4 DUE Submit on Blackboard
Week 16 May 10	FINAL EXAM (Chapters 6 – 8, and Handouts)		HAVE A GREAT SUMMER!

*This instructor reserves the right to change this course syllabus at any point in the semester as deemed necessary. The instructor will inform the class of any changes.

Diversity Policy:

Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Students with Disabilities:

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Counseling and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.