Rehabilitation REH 6250: Group Counseling  
Summer 2010  
Course Syllabus

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2865 Old Main Hill  
Logan, Utah 84322-2865  
Office Hours: By appointment

Class Time/Location  
Location: Emma Eccles Education Bldg., Rm. 130A  
Dates: Tuesday through Friday  
Time: 8 AM to 5 PM

Required Text  

Purpose and Objectives  
The purpose of this course is to provide introduction to theories, methods, and practices of group counseling. As such, this course provides theoretical rationale for understanding group development, process, and dynamics. Specific functions of group interaction will be explored. Organization and maintenance tasks associated with the group leader/facilitator roles will educate students about basic skills needed to effectively conduct group counseling sessions. Special group management issues and disability applications will be applied. Finally, this course will provide a basic understanding of how to formulate, start, maintain, and conclude therapy groups such as support, psychoeducation, and counseling.

By the end of this course, students will:  
1. Understand group dynamics, group process, and stages of group development  
2. Be exposed to group leadership styles and approaches  
3. Comprehend group counseling theories and how they are demonstrated clinically.  
4. Appreciate a range of group types  
5. Discern the facilitator tasks, functions, and roles associated with various groups.  
6. Know appropriate group selection criteria and methods.  
7. Demonstrate the skills associated with effective group work.  
8. Be exposed to disability applications of group work  
9. Have increased awareness regarding multicultural issues in group work.  
10. Be able to effectively evaluate therapeutic group work.  
11. Recognize ethical and legal ramifications of group work.

Revised: 05/16/10
Overall Course Schedule
June 1, Tuesday: Attend on-campus class 8 to 5 PM
Homework: MAKSS Questionnaire (Text pp. 22 to 25)
Homework: Journal Writing

June 2, Wednesday: Attend on-campus class, 8 to 5 PM
Homework: Attitude Questionnaire (Text, pp. 62 and 63)
Homework: Journal Writing

June 3, Thursday: Attend on-campus class, 8 to 5 PM
Homework: Group Skills Self-Assessment (Text, pp. 63 to 68)
Homework: Journal Writing

June 4, Friday: Attend on-campus class, 8 to 5 PM

June 9, Wednesday: Receive take home exam via Blackboard e-mail

June 23, Friday: Example of curriculum assignment posted on Blackboard

June 14 to July 9: Exam opens on Blackboard. Closes 7/9, Friday at Midnight

July 23, Friday: Group curriculum assignment due

July 26, Monday: Evaluation of group curriculum experience due

Daily Class Outline: Please refer to attached.

Student Class Notes: Provided in hard copy the first day of class.

Reading Assignments:
I will not assign readings before, during, or after our in-class experience. Students will extensively utilize the required text when completing the take home exam and group curriculum assignment.

Exam: Closes July 9, Friday at Midnight
There will be one take home exam. I will e-mail this exam via Blackboard to all students on June 9, Friday. After you have completed the take home, you will then take the same exam on blackboard. You will have two hours to complete this exam. Please note: once you open the exam on Blackboard, the clock starts ticking and continues until time is up. This is the case even if you immediately close Blackboard and decide to take the exam at a later time. Obviously, this exam is open book, open note. Because it is a take home, students are not allowed to work together. I don’t consider it cheating if you are struggling and ask a classmate where you might find the answer to a specific question. However, if you do this for every test item, then I consider it cheating. Next to each question I will list the chapter where you can find the answer. The exam consists of 60 questions (multiple choice, matching, or fill-in-the blank). Each question is worth

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2 points for a total of 120 points. I hope you find this take home a valuable resource when studying for the CRC.

**Curriculum Group Assignment: Due July 23, Friday by Midnight**
Each group is responsible for creating an 8 session psychoeducation group curriculum outline. This curriculum should be divided into three sections: Introduction; Session-by-Session Outline; and Handouts.

**Introduction:** Needs to contain the following information: an overview of what the curriculum covers; group purpose and goals; facilitator and co-facilitator training; group logistics; for whom this curriculum is intended; the importance and therapeutic value of this curriculum; the group counseling/disability theory upon which this curriculum is based; how progress and group process will be measured; special considerations; and resources/methods used to create the curriculum. Please double space this section.

**Session-by-session Outline:** Each session should contain an outline of the following: opening, topic/skills content, exercises used, process questions, and closing. Please include at least three process questions following exercises. If homework was assigned the previous session, then you need to include at least three process questions and set aside time to process homework. Next to each part of the session please include an estimate of time (e.g. Opening (10 minutes)). The content needs to include the use of at least one handout in each session (e.g. information oriented; questionnaire; survey; or homework; etc.).

**Handouts:** Should contain all handouts as referenced in the preceding section. You may use handouts from other books if permission is given (some clinician’s books give permission to copy and use handouts). You may also obtain materials from the internet for this section. Using APA 6th edition, you must appropriately reference the individual/organization from which you retrieved the information/handout(s). Alternatively, you may create your own handouts. In total, you should have at least 8 handouts.

This curriculum assignment must have a title page. The title page must include the names of all participating group members. Please use a 12 point Text font (i.e. Times New Roman, Garamond, etc.). Please submit this assignment via e-mail using the following system: Your group number_assignment_course number. So, if a member of group 2 were submitting the group curriculum, it would be named: Group 2_curriculum_REH6250.doc. Total points possible: 100. Curriculum assignments not submitted on or before the due date (without prior permission of the instructor) will be discounted 2 points each day that late. Please find below the grading rubric:

<table>
<thead>
<tr>
<th>Total points possible: 100</th>
<th>Excellent</th>
<th>Proficient</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization of Curriculum</strong></td>
<td>Includes all three sections. Curriculum is easy to follow and sections are marked. Curriculum pages are numbered. The handouts associated with each</td>
<td>Contains all three sections. Overall organization is good but sections may not be clearly marked. Curriculum pages are numbered. Handouts</td>
<td>A section is missing or the organization of the curriculum is hard to follow. Pages are not numbered. Handouts</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session</strong></td>
<td>session are easily located. (23 to 25 points)</td>
</tr>
<tr>
<td></td>
<td>associated with each session can be located with little effort. (18 to 22 points)</td>
</tr>
<tr>
<td></td>
<td>associated with each session are hard to locate. (0 to 17 points)</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>Includes all requested information. Clearly written and easy to read. Writing shows careful thought. Utilizes concepts from the class text and/or from class notes. Demonstrates a clear understanding and command of the material. (23 to 25 points)</td>
</tr>
<tr>
<td></td>
<td>Includes all requested information. Generally well written and easy to read. Utilizes concepts from the class text and/or from class notes. Demonstrates a proficient understanding of the material. (18 to 22 points)</td>
</tr>
<tr>
<td></td>
<td>Parts of requested information missing. Difficult to read. Does not include concepts from text, class materials or other professional source. Demonstrates incomplete or vague understanding of material. (0 to 17 points)</td>
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<tr>
<td><strong>Session-by-session Outline</strong></td>
<td>Sessions contain all requested parts. Pages numbered. Estimate of time needed to complete each part included. Contains time to process homework/exercises and includes at least 3 process questions that are specific to the homework/exercises. Process questions are open-ended. Each session well thought out. Content shows a firm understanding and grasp of the topic/skills presented. (23 to 25 points)</td>
</tr>
<tr>
<td></td>
<td>Sessions contain all requested parts. Pages numbered. Estimate of time needed to complete each part provided. Includes time to process homework/exercises. Process questions generally connected to homework/exercise focus. Includes at least 3 open-ended process questions. Content shows general understanding and grasp of the topics/skills presented. (18 to 22 points)</td>
</tr>
<tr>
<td></td>
<td>Session parts missing. Pages not numbered. Estimate of time needed to complete each part missing. Does not include time to process homework or exercises. Process questions missing or less than three. Questions are not open-ended. Session content shows vague or inadequate understanding of topic/skills. (0 to 17 points)</td>
</tr>
<tr>
<td><strong>Handouts</strong></td>
<td>Handouts clearly written, easy to follow, contribute to the session content, and are relevant to the overall curriculum goals. Handouts neatly organized and pages numbered. (23 to 25 points)</td>
</tr>
<tr>
<td></td>
<td>Handouts generally well written and easy to follow. Handouts generally relate to the overall curriculum goals. Handout section is generally organized. (18 to 22 points)</td>
</tr>
<tr>
<td></td>
<td>Handouts not well written and difficult to follow. Handouts show little relationship to curriculum goals. Handout section is not well organized. (0 to 17 points)</td>
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</table>

**Evaluation of Group Experience:** Due July 26, Monday
You will be asked to submit an evaluation of how you felt about your experience working with others on the group curriculum assignment. Please include what you liked about the experience, what you didn’t like, and other relevant comments. This may be submitted as an e-mail. Total points: 5

**Daily Journal Writing:** Due daily (on-campus week)
You will be asked to complete 3 handwritten pages of journal writing per evening during the week of on-campus classes (9 pages total). You may write about your personal responses/reactions regarding your group experience that day; your thoughts, feelings, and reactions to the classroom material; or other personal reflections pertaining to group work. Journal notes are due at the beginning of class on Wednesday, Thursday, and Friday. Daily notes are worth 5 points per day for a total of 15 points.

**Questionnaires: Due daily (on-campus week)**
You will complete three questionnaires at different points during the week (Tuesday, Wednesday, and Thursday). Completed questionnaires are due at the beginning of class the following day. Please refer to the Course Overview section for more information. Completed questionnaires are worth 5 points per questionnaire for a total of 15 points.

**Skills Demonstration:**
I will evaluate students for a basic level of group counseling competency via group observations at some point during the on-campus week. Total points: 20

**Attendance:**
Classroom attendance is important for several reasons. Besides the obvious reason of learning, our department must demonstrate that our students participate in a certain number of on-campus hours. Further, CORE looks closely at attendance. Thus, you will be given 10 points for each day you attend class on-campus.

**Total Points Possible:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journal Notes</td>
<td>15</td>
</tr>
<tr>
<td>Questionnaires</td>
<td>15</td>
</tr>
<tr>
<td>Skills Demonstration</td>
<td>20</td>
</tr>
<tr>
<td>Attendance</td>
<td>40</td>
</tr>
<tr>
<td>Exam</td>
<td>120</td>
</tr>
<tr>
<td>Group Curriculum</td>
<td>100</td>
</tr>
<tr>
<td>Group Experience Evaluation</td>
<td>5</td>
</tr>
</tbody>
</table>

Total points possible: 315

**Grading:**
- 300 to 315 points: A
- 284 to 299 points: A-
- 268 to 283 points: B+
- 252 to 267 points: B
- 236 to 251 points: B-
- 220 to 235 points: C+
- 204 to 219 points: C
- 188 to 203 points: C-
CORE Requirements (Council On Rehabilitation Education, the academic accreditation body):
This course closely adheres to CORE’s standards regarding group counseling curriculum knowledge domains and outcomes. Please refer to the standards listed below for further information.

Knowledge Domains:
- Group dynamics and counseling theory
- Family dynamics and counseling theory
- Interdisciplinary teamwork
- Group leadership styles and techniques
- Group methods, selection criteria, and evaluation strategies
- Group skills development

Class Outcomes as Demonstrated by the Ability to:
C.6.1 Articulate the principles of group dynamics with persons with disabilities including group process components, developmental stage theories, group members’ roles/behaviors, and therapeutic factors of group work;

C.6.2 Develop group leadership styles and approaches when working with persons with disabilities including characteristics of various types of group leaders and leadership styles;

C.6.3 Facilitate group processes with the individual’s family/significant others, including advocates

C.6.4 Apply approaches used for other types of group work with persons with disabilities including skill groups, psycho-educational groups, and group counseling;

C.6.5 Prepare standards for peer group leaders;

C.6.6 Apply ethical and legal issues to the group counseling process;

C.6.7 Integrate and apply racial/ethnic, cultural, and other diversity characteristics/issues when working with people with disabilities in groups;

C.6.8 Apply theories of group counseling when working with persons with disabilities including commonalities, distinguishing characteristics, and pertinent research and literature; and

C.6.9 Apply group counseling methods including group counselor orientation and behaviors, appropriate referral and selection criteria, and methods of evaluation and effectiveness.
**Policies**

**STUDENTS WITH DISABILITIES**
In coordination with the Disability Resource Center, reasonable accommodation will be provided for qualified students with disabilities. Please meet with the instructor during the first week of class to make arrangements. Accommodations and alternative format print materials (large print, audio, diskette or Braille) are available through the Disability Resource Center, located in the Taggart Student Center, room 104, phone number 435-797-2444.

**USU INCOMPLETE POLICY**
Executive Memorandum 79-15
A student who has been unable to complete the work of course assignments, examinations, or reports due to extenuating circumstances such as illness, death in the family, etc. - but not due to poor performance of his/her work - and who has completed most of the coursework, may petition the instructor of the course for time beyond the end of the semester to finish the work. If the instructor agrees, the instructor will place two grades on the final grade list for the student, an "I" and a letter grade for the course computed as if the missing work were zero. The student is then required to complete the work in the manner and by the time agreed upon with the instructor, but, in any case, within 12 months of the end of the semester in which the "I" was given. When the grade change is submitted by the instructor within the prescribed time, both the "I" and the grade submitted with the "I" will be removed from the student's record, the new grade placed on the record, and the GPA adjusted accordingly. If no change of grade is submitted by the instructor within the prescribed period, the "I" will be removed and the grade submitted with the "I" will remain as the permanent grade for the course. Research and thesis courses taken for graduate work are exempted from this policy.

**SPECIAL EDUCATION DEPARTMENT POLICIES GRADING GUIDELINES**
Criteria for the awarding of each letter grade should be specified in the course syllabi for all courses. Grades given in all courses should truly reflect differences in student performance, not just meeting minimum criteria.

**GRADE POINT REQUIREMENTS**
Graduate Students - All graduate students must maintain 3.0 grade point average to remain an active student in the graduate program.

**ACADEMIC HONESTY**
It is expected that students’ work will conform to the highest standards of academic honesty. Incidences of academic dishonesty (e.g., cheating on tests, plagiarism, lying to supervisors and cooperating teachers) will be referred to program committees for disciplinary action.

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