

The University of Oklahoma

College of Continuing Education

Advanced Programs – Course Syllabus

Course Title:

Group Counseling in Human Relations

Course Number:

HR 5433-101

Course Description:

The course is primarily intended as an elective for Human Relations majors who desire increased knowledge and skill in the various models of group counseling. HR 5433 will be a combination of didactic **and** experiential elements which will include lectures, discussions, demonstrations of live groups, videos, experiential opportunities in groups, and supervised practice in co-leading groups in the classroom situation.

Class Dates, Location and Hours:

Dates: December 2-4 & 9-11, 2016

Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.

Hours: Friday 5:30-9:30 p.m.; Saturday 8:30 a.m.-4:30 p.m.; Sunday 1:00-5:00 p.m.

Last day to enroll or drop without penalty: November 3, 2016

Site Director:

Email: apnorman@ou.edu. Phone: 405-325-3333.

Professor Contact Information:

Course Professor: Dr. Judith K. Adams, Ph.D., LMFT, LADC, DBCFE, CTS

Mailing Address: 9726 East 42nd Street So., Suite 106
Tulsa, OK 74146

Telephone Number: (918) 712-7711

Fax Number: (918) 712-8865

Cell Number: (918) 638-7494

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@fhcg.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.

1. Corey, G., (2015). *Theory and practice of group counseling* (9th ed.). Florence, KY: Brooks/Cole. ISBN 9781305088016.

2. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at <http://learn.ou.edu>; enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: Follett 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 Follett.

Assignments, Grading and Due Dates:

It is absolutely essential to read the assigned chapters in *Theory and Practice of Group Counseling* textbook prior to class.

Please disengage your **cell phones and pagers**. And **no tape recording** is allowed for any of the class sessions (lectures, discussions, demonstrations, and small groups.) It is essential that you are **prompt** for all sessions.

Daily Journal:

It is highly recommended that you keep an ongoing and up-to-date journal with a focus on your personal experiences and learning related to the various facets of the course. This journal will be useful in integrating your learning and will be especially helpful in writing your papers. The journal will be a way for you to keep track of your personal journey in this course as well as highlight conceptual learning.

Participation:

Participation is a must in this course. If you are not willing to get actively involved in sharing/exchanging your ideas on issues, then you should not be enrolling in this class. This class will involve some degree of self-exploration and interpersonal learning. You should know that about half of this course will be taught largely in an experiential manner, which means that **you will be a part of a working group**. You are expected to be an active participant in this group class. This is so you will learn the role, responsibilities, and feelings of being a member. Although it is expected that you will verbally involve yourself in an honest exploration of some of your less serious personal issues, it is up to you to decide what concerns you will reveal and what issues you want to discuss in the group.

However this is a training group and not a therapy group. **We will not be working with deep seated personal issues such as childhood abuse, trauma, or mental health conditions.** Individuals with serious issues will be referred to other available counseling resources.

Again, if you have serious reservations about becoming personally involved in a group process, or if you do not want to be challenged emotionally, then do not enroll in this class. We will talk more fully about the guidelines for self-disclosure and the expectations at the first class meeting.

Confidentiality:

Due to the personal nature of this course, **confidentiality pertaining to the nature of the disclosures of those involved in this course is of the utmost importance.** None of you will feel the trust or safety necessary for personal work and self-exploration on a meaningful level unless you are convinced that your confidentiality will be respected. Enrolling in this course carries with it the responsibility to maintain confidentiality. Certainly, this issue can be discussed in more detail at the class sessions.

Note: Although part of your course grade may be influenced by your participation in the class discussions, this applies to the lecture/discussion part of the class. It should be noted that you are **not graded or evaluated** on the basis of your participation in the small groups—either in the member or leader roles. In other words, the quantity and quality of your self-exploration and progress in self-awareness and personal growth are **not** factors weighed in your course grade.

Accommodation Statement:

Any student in this class who has a disability that may prevent full demonstration of ability should contact the instructor personally before the end of the first week of classes so that a discussion can be held regarding accommodations necessary to ensure full participation and facilitate individual educational opportunities.

Course Activities:

Attendance for the **full duration of class** is expected at each class meeting, unless you have an emergency situation or are really ill. For me to credit you with an excused absence, you need to know that it is **your** responsibility to inform me of such cases immediately upon returning to class. Failure to attend all of the sessions (for the full duration) will negatively influence your course grade, as will tardiness to class. To be able to get credit for the chapter quizzes, you must attend the class session. I do expect you to function as a professional in any agency, which means showing up and participating.

Note: Each hour of unexcused absence will result in the loss of two points from the final grade. If you know that you will be missing more than 3 hours please do not enroll in the class. This is a “practice” class and you would not be able to make up the missed time simply by reading. In the case of documented emergencies additional assignments will be assigned. It is recommended that another class not be taken the following week. There needs to be time to complete the final assignments.

Requirements of Students:

Some specific requirements are listed below:

- Active participation in class discussions and workshops
- Prompt attendance at all the class sessions
- Keeping up to date with all of the assigned readings
- Keeping a journal with a focus on your reactions to group
- Final examination

Research Paper:

Write a research paper that should be based on at least four references and be 4 – 5 pages, 12 point font, double-spaced plus cover sheet and citations page. You may select from the list of topics listed below, or agree on a topic with the instructor. All papers should be centered about the use of groups in mental health, organizations, or institutions. Paper should be turned in by email as an attachment; please also remember that late submissions accrue a 5% daily-late penalty. All references must be from a peer-reviewed, scholarly journal published no earlier than 2004 (no books, textbooks, magazines, or trade journals). Grading will be based on content as well as spelling, punctuation, and grammar. Each student will have a different topic. To reserve your choice, email it to me as soon as you decide. **(15 points)**

Suggested Topics

- CBT in medical settings
- The use of counseling groups in schools (choose a specific population)
- Groups for eating disorders (or any specific diagnosis)
- Inpatient group therapy for serious mental illness
- Group counseling experiences for counseling trainees
- Group based on a specific theory covered in the text
- Use of group therapy in corrections facilities
- Group therapy for sexual offenders
- Parenting groups: best as counseling, therapy, or educational groups

Group Leadership Skill Demonstration and Paper on Leading a Group:

You will be required to complete a 45 minute in-class demonstration of basic group leadership skills as you lead a group of your peers. This will be done in pairs as co-leaders, and no more than two people may co-lead.

At the end of the class you will write a Group Leader Paper discussing your experience as a group leader. (A list of the questions to be covered is in the Grading Rubric on D2L. Due one week after the end of class – **December 18, 2016**. The paper should be 12 point font, double spaced, and **five** pages long. These will be graded on content, spelling, punctuation, and grammar. **(25 points)**)

Group Member Paper:

At the end of the class you will write a Group Member Paper discussing your experience as a group member. (A list of the questions to be covered is in the Grading Rubric on D2L.) Due one week after the end of class – **December 18, 2016**. The paper should be 12 point font, double spaced, and **three** pages long. These will be graded on content, spelling, and grammar. **(10 points)**

Final Exam:

The exam is due on the last day of class and covers the entire class. Multiple Choice. **(30 points)**

Chapter Quizzes:

There is a short quiz at the end of each chapter. Quizzes will be graded as a group at the end of the class. **(10 points)**

Reflection Questions:

There are discussion questions on **each theory that we cover**. Each person will be assigned one specific question based on that theory to write on. The first part of the paper will be over the specific details from the text necessary to answer the question and the next part is on the individual's own thoughts. The papers are to be one half to one page long, double spaced, and 12 point font. These will be graded on content, spelling, punctuation, and grammar. **(10 points)**

Class Participation/Attendance:

You are expected to be an active learner, which includes verbally participating in the class discussions and group discussions. You are also expected to bring questions for discussion to the class sessions and demonstrate that you are keeping up to date with your reading assignments.

Again, if you have serious reservations about becoming personally involved in a group process, or if you do not want to be challenged emotionally, then do not enroll in this class. We will talk more fully about the guidelines for self-disclosure and the expectations at the first class meeting.

Grading:

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

- A = 90 Points – 100 Points
- B = 80 Points – 89 Points
- C = 70 Points – 79 Points
- D = 60 Points – 69 Points
- F = Below 60 Points

All assignments are penalized 5% per day for being late. No exceptions.

Your grade for this course will be determined by evidence of the quality of your learning as demonstrated by your performance on the following areas.

Assignment	Points Value
Research Paper	15 points
Group Leadership Skill & Paper	25 points
Group Member Paper	10 points
Final Exam	30 points
Chapter Quiz	10 points
Reflection Questions	10 points

Notice: Failure to meet assignment due dates could result in a grade of F (failing) or 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.

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.

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 2013-2018

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 5113 Suicidal/Homicidal Clients
- HR 5413 Chemical Dependency
- HR 5433 Group Counseling in Human Relations
- 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
- Spiritual Issues in Chemical Dependency and Addictions Counseling
- 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