**Auburn University**

# Department of Rehabilitation and Special Education

**Spring Semester 2012**

**Instructor:**

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**1. COURSE NUMBER: RSED 7330/7336**

**Title:**  Group Counseling in Rehabilitation Settings

**Credit Hours:** 3 semester hours

**Prerequisites:** None

**Co requisites:** None

**Mondays, 9:30 am – 12:15 pm., Room 3472 in Haley**

**2. DATE SYLLABUS PREPARED:** January, 2005; reviewed January, 2007; reviewed January, 2010; revised January 2011; revised October 2011

**3. TEXT:**

**Required:**

Gladding, Samuel, T. (2003). *Groups: A counseling specialty* (6th Edition). Upper

Saddle River, New Jersey: Pearson.

**Recommended but not required:**

Johnson, D. W., & Johnson, P. J. (2003). *Joining together: Group Theory and group*

*skills* (8th edition). Boston: Allyn and Bacon.

Paleg, K., & Jongsma, A. E. (2005). *The group therapy treatment planner* (2nd edition).

New York: John Wiley & Sons, Inc.

**4. COURSE DESCRIPTION:** This course provides knowledge of the nature and function of group dynamics in rehabilitation settings including theories of groups, group structure, and psycho-educational strategies to be used with rehabilitation clients.

**5. COURSE OBJECTIVES:**

1. To gain knowledge and information regarding the nature and function of group dynamics in a variety of rehabilitation settings.
2. To gain knowledge and information regarding the use of group dynamics as related to the role and function of the rehabilitation professional.
3. To gain knowledge and information on theories relevant to the understanding of group formation, development, and structure.
4. To experience group dynamics in one of a variety of community human services environments.
5. To gain knowledge and information regarding the evaluation of group dynamics as experienced in a variety of community human services environments.
6. To gain knowledge and information regarding groups and group dynamics used with multiple and specific rehabilitation clientele populations.
7. To explore the role of the rehabilitation professional as a change agent in group settings.
8. To gain knowledge and information regarding ethical issues that specifically relate to groups in rehabilitation and non-rehabilitation settings.

**6. COURSE CONTENT**

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| **Class** | **TOPICS** | **READING ASSIGNMENTS** |
| **1**  **Jan. 9** | Distance Students Joining Us on Campus  Course Overview  Types of Groups and Group Work  Group Dynamics | Welcome Distance and On Campus Students!  Chapter 1 |
| **2**  **Jan. 23** | Group Dynamics  -Identify group to observe and distribute ***Group Write Up*** Instructions | Read: Chapter 2 |
| **3**  **Jan. 30** | Effective Group Leadership | Chapter 3 |
| **4**  **Feb. 6** | Beginning a Group  -Hand out ***Group in Rehab Setting*** Rubric | Chapter 4 |
| **5**  **Feb. 13** | The Transition Period in a Group  The Working Stage in a Group | **Summary of Journal Article and Reaction due**  Chapter 5  Chapter 6 |
| **6**  **Feb. 20** | Termination of a Group | Chapter 7 |
| **7**  **Feb. 27** | Group Work with Culturally Diverse Populations | Chapter 8 |
| **9**  **Mar. 12** | No class March 5 or March 12 | 3/5 – Transition Conference  3/12 – Spring Break |
| **10**  **Mar. 19** | ***Midterm Exam*** | ***Midterm Exam (Exam I)***  **(Chapters 1-8)** |
| **11**  **Mar. 26** | ***Discussion of Group Counseling Experiences*** | ***Group Experience* & *Group Write-up* DUE** |
| **12**  **April 2** | Specialty Groups and Creativity in Groups  Ethical and Legal Aspects of Working with Groups | Chapter 9  Chapter 10 |
| **13**  **April 9** | Groups for Adolescents  Groups for Adults  Groups for Older Adults | Chapter 12  Chapter 13  Chapter 14 |
| **14**  **April 16** | Transactional Analysis, Reality Therapy, Adlerian, and Person-Centered Groups  Existential, Gestalt, REBT and Psychodrama Groups | Chapter 15  Chapter 16  ***Group in Rehab Setting Paper* DUE** |  |  |
| **15**  **April 23** | History, Present Reality and Trends | Chapter 17 |  |  |
| **16**  **April 30** | Final Exam | ***Final exam (Exam II)*** |  |  |

1. **COURSE REQUIREMENTS:**

General Course Requirements

Each student will be held responsible for ***all*** of the information in the textbook and readings assigned for the course. The student should read assigned material appropriate to the topic to be discussed **prior** to class meetings.

Course Assignments:

A. **Participation**: It is expected that each person will have readings and materials prepared before each class. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work (see Class Policy Statements below). Additionally, student participation is required and will be accounted for in the final grade.

1. **Examinations**: There will be two exams; a mid-term and final.
2. **Summary of Journal Article and Reaction**: Students will read and critique a recent research report or journal article on the effectiveness of one of the four major types of groups (task/work, psychoeducational, counseling, or psychotherapy). In two to three pages (not including the cover page), students will describe the report or article and include their critique/reaction to the report or article.
3. **Group Experience:** Students are expected to experience group dynamics in community environments. Students will be required to attend one (1) meeting of an approved group (of their choosing) in their community and will document their experience in a short paper using guidelines directed by the instructor (paying strict attention and adhering to confidentiality requirements of the group). These guidelines will be distributed to the class upon completion of Chapter 2 (Group Dynamics).

E. **Group Write-up:** Students are expected to evaluate the dynamics of the groups as experienced in one visit (see above) according to guidelines provided by the instructor. These guidelines will be distributed during the third week of class.

F. **Group in Rehab Setting:** Students will complete a **paper (8-10 pages of text)** detailing the implementation of a group in a rehabilitation setting. Students will choose a specific disability/group to focus their group on (e.g. spinal cord injuries, hearing impairment, schizophrenia, inmates). This paper should focus on the rehabilitation process/goals for the specific disability/group and how group dynamics can be utilized to obtain such goals. The paper will allow students to understand how group counseling can be implemented in a rehabilitation setting. This paper will describe the following:

* The format of the group.
* The group constituency/makeup.
* The goal/purpose of the group.
* Length/duration of the group and supporting outline of group topics.
* Expected milestones and group dynamics of the group.
* Potential resources to be used with the group in meeting group goals.
* Potential sources of conflict for the group and/or potential challenges to individuals in meeting group goals.
* Termination of the group and descriptions of where group members might be dispersed.
* A description of marketing tactics to be used for “selling” the group to various rehabilitation settings.
* Include a bibliography of a minimum of 10 resources (e.g., websites, fact sheets, brochures, books, videos, journal/magazines) that were used in the completion of this paper.

A rubric with more detailed instructions and a breakdown of points will be distributed during the fourth week of class.

I. **Grading and Evaluation:** Final grades will be based on the following:

* Examinations = 50% (25% mid-term; 25% final)
* Paper – Group in Rehab Setting = 20%
* Group Experience and Write Up = 20%
* Summary of Journal Article & Reaction = 10%

TOTAL = 100%

The grade ranges are:

92 - 100 = A

84 - 91 = B

76 - 83 = C

68 - 75 = D

Below 68 =F

**8. CLASS POLICY STATEMENTS:**

**Attendance:** Although attendance is not required, students are expected to attend all classes, and will be held responsible for any content covered in the event of an absence.

**Excused absences:** Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall such notification occur more than one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Tiger Cub* for more information on excused absences.

**Make-up Policy:** Arrangement to make up a missed major examination (e.g., hour exams, mid-term exams) due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged the last three days before the final exam period begins.

**Assignments:** All assignments must be typed and prepared in a professional manner (i.e., neat, correct grammar, spelling), following APA guidelines. Assignments are due on the date noted in the syllabus. For **each day** an assignment is late, **10%** will be deducted from the final earned grade for the assignment.

**Academic Honesty Policy:** All portions of the Auburn University student academic honesty code (Title XII) found in the Tiger Cub will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the provost, which will then refer the case to the Academic Honesty Committee.

**Disability Accommodations:** Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

**Course contingency:**  If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality