Course Title:  
Group Counseling in Human Relations

Course Number:  
HR 5433-223

Course Description:  
This course examines a variety of group counseling models, types of groups, the role of the group counselor, group members, and techniques and strategies for facilitating group work.

Class Dates, Location and Hours:  
Dates: September 4-9, 2012  
Hours: Tue-Fri 6:00-9:30 p.m.; Sat-Sun 8:30 a.m.-4:30 p.m.  
Last day to enroll or drop without penalty: August 6, 2012

Site Director:  
Taylor Chavis. Assistant: Sarah O’Rourke. Patton Barracks, Bldg. 106, Room 109, Heidelberg, Germany. Phone: 373-7919 or CIV 06221-17-7919; Fax: 06221-16-9382; E-mail: apheidelberg@ou.edu

Professor Contact Information:  
Course Professor: Jolene Ring, M. Ed.  
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Norman, OK 73069  
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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 Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-7140 (outside the U.S.).  


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:**
The purpose of this course is twofold:

1. to acquaint the students with the theories and techniques of the major approaches to group counseling through didactic presentation, and
2. to engender integration of content with practical application through encouragement of student participation in various types of group experiences. The course is designed as a training in growth group facilitation rather than one of personal therapy. The focus will be on developing and improving group facilitation skills.

Upon completion of this course, the student will be able to:

- incorporate concepts and principles of theories in generating answers to simulations that will demonstrate appropriate application of theories to groups in education and mental health;
- demonstrate understanding of factors affecting leadership, membership, ethics, and establishment of goals in groups;
- utilize skills acquired in the areas of communication, controversy, creativity, decision making, problem-solving, conflict, and power; and
- gain insight into personal interaction in groups through instruments, feedback, and class discussions.

**Assignments, Grading and Due Dates:**
Read the texts. Please do not do any of the exercises in *Joining Together* since we will do some of them during class time and some of them will be shifted to other units.

1. Due on the first day of class: Write a brief paper (3-5 pages) describing at least three groups which have had influence on establishing your identity and perception of self-worth. In the paper, describe the ways by which these groups influenced you and the parts of your makeup that were affected by each of these groups. Concentrate on norms-governed behavior in each of these groups, on the ways decision making and problem solving occurred, how members dealt with conflict and controversy, whether there were gender issues, diversity issues, and how the power was distributed. Please note that this paper will be discussed in small groups. (10% of the grade)

2. Write a 3 page paper based on an interview of one person that either has been a member of a counseling group or facilitated a counseling group. Include the type of group and their experience in the group. Identify if they reported particular incidents during the group that impacted the group. (10% of the grade)

3. Write a research or theoretical paper which should be based on at least three references, and should follow APA style. Be prepared to give an overview in class. You may select from the list of topics below. (30% of the grade)

   Examples of Topics for Theoretical Paper:
   1. Transactional analysis and group process.
   2. Group techniques and the Gestalt model.
   3. Is behavior modification the key to a successful group process in Reality Therapy?
   4. How to use transference in group counseling.
   5. Comparison of Rational Emotive Therapy and Reality Therapy.
   6. Psychoanalysis in group counseling.
   7. Psychoanalysis versus Reality Therapy.
8. Adlerian theory in group counseling with parents.
9. Stages of group development in Rational Emotive Therapy.

Examples of Topics for Research Paper.
1. Self-directed change groups.
2. Group counseling with entry college level.
3. Groups in family counseling.
4. Group leadership skills.
5. Group therapy with battered women.
6. Need of human potential workshops at the university level.
7. Confrontation and its use in group counseling.
8. Self-disclosure in growth groups.
9. Group counseling with young children.
10. Behavioral rehearsal in group counseling.

4. Final evaluation - Consists of two components:
   a) A subjective evaluation of the student’s group leadership potential. (20% of the grade)
   b) Short essays and simulations. Bring several empty pages, stapled, with your name on each. You will be given five new simulations that were not covered in class. For each simulation, you will have to select two theories from three provided and generate a response. A list of the short essay questions pool from which the exam questions will be taken will be provided on the first day of class. (30% of the grade)

Grading: This is a letter-graded course: A, B, C, D, or 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. 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 make 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 Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement

The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your 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.

Copyright

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
Jolene Ring, M.Ed.

Education

1980 Master’s in Guidance and Counseling Psychology, University of Oklahoma

Current Positions

- Inpatient Behavioral Health Specialist for Oklahoma Health Care Authority
- Adjunct Assistant Professor, Department of Human Relations, University of Oklahoma, Norman, OK

Frequently Taught Advanced Programs Courses

- HR 5100 Counseling with Children
- HR 5153 Human Emotions
- HR 5083 Seminar in Group Dynamics
- HR 5113 Child Abuse and Neglect
- HR 5113 Anxiety Disorders
- HR 5113 Sexual Abuse
- HR 5113 Play Therapy
- HR 5100 Group Counseling

Major Areas of Teaching and Research Interest

- Therapeutic Issues with Children
- Attachment
- Clinical Interventions

Major Professional Affiliations

- American Business Women’s Association
- Association of Play Therapy