Course Title:
Group Counseling in Human Relations

Course Number:
HR 5433-222

Course Description:
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 training in growth group facilitation rather than one of personal therapy. The focus will be on developing and improving group facilitation skills.

Class Dates, Location and Hours:
- Dates: September 25-30, 2012
- Location: Naples, Italy. See Site Director for classroom site.
- 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 27, 2012

Site Director:
Rosalinda Archuleta Pintor. Phone: 39-081-568-6672; DSN 626-6672; Fax: 39-081-568-6671; DSN 626-6671; E-mail: apnaples@ou.edu

Professor Contact Information:
Course Professor: Avraham Scherman
Mailing Address: 4105 Beechwood Drive
Norman, OK 73072-5016
Telephone Number: (405) 360-2787
Fax Number: (405) 325-4402
E-mail Address: ascherman@cox.net or ascherman@ou.edu
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.oklahomauinion.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 oklahomauinion@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.).


2. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at http://learn.ou.edu; enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.
I have placed the syllabus, power point presentations, and handouts on D2L. Please, print the handouts prior to the beginning of the course. On the course page, click on content and then there will be a line titled handouts with a square and a plus sign inside. Click on the sign plus and the handout will appear in blue, ready to be downloaded and printed.

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:

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

1. Incorporate concepts and principles of theories in generating answers to simulations which will demonstrate appropriate application of theories to groups in education and mental health;
2. Demonstrate understanding of factors affecting leadership, membership, ethics and establishment of goals in group;
3. Utilize skills acquired in the areas of communication, controversy, creativity, decision making, problem solving, conflict and power; and
4. Gain insight into personal interaction in groups through instruments, feedback and class discussions.

Course Outline:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Readings</th>
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</thead>
<tbody>
<tr>
<td>Introduction and historical development:</td>
<td>JJ Chapters 1, 2; Articles on D2L</td>
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<tr>
<td>Theories: Psychoanalytic and Adlerian</td>
<td>Articles on D2L</td>
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<tr>
<td>Stages in the development of groups</td>
<td>Articles on D2L</td>
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<tr>
<td>Ethical and professional issues</td>
<td>Articles on D2L</td>
</tr>
<tr>
<td>Theories: Person Centered and Behavioral</td>
<td>Articles on D2L</td>
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<tr>
<td>Group leadership</td>
<td>JJ Chapter 5; Articles on D2L</td>
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<tr>
<td>Theories: Existential and Gestalt</td>
<td>Articles on D2L</td>
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<td>Group membership-goals, cohesion and norms</td>
<td>JJ Chapters 3</td>
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<tr>
<td>Communication</td>
<td>JJ Chapter 4</td>
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<tr>
<td>Theories: Reality Therapy and Psychodrama</td>
<td>Articles on D2L</td>
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<tr>
<td>Controversy and creativity</td>
<td>JJ Chapter 8</td>
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<tr>
<td>Decision making</td>
<td>JJ Chapter 7</td>
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<tr>
<td>Theories: Rational Emotive and Transaction Analysis</td>
<td>GC Chapters 14, 12</td>
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<td>Conflicts</td>
<td>JJ Chapter 9</td>
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<td>Power</td>
<td>JJ Chapters 6</td>
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<tr>
<td>Cases, simulation and termination</td>
<td>JJ Epilogue</td>
</tr>
</tbody>
</table>

Complete the Readings and organize the materials according to the units listed in this course outline. Chapters not mentioned, will not be covered during the seminar. 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.

Assignments, Grading and Due Dates:

1. Due on the first day of class: Write a brief paper (5-7 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 make-up that were affected by each of these groups. Concentrate on norms governed behavior in each of these groups, on the ways decisions making and problem solving occurred, how did members deal with conflict and controversy, were there gender issues, diversity issues, and how was the power distribution. (15% of the grade)
2. Write a research or theoretical paper that should be based on at least eight references, be 10-15 pages in length (double spaced including references) and should follow APA style. You may select from the list of topics listed below, or agree on a topic with the instructor via e-mail. All papers should be centered about the use of groups in mental health, organizations, or institutions. Paper should be turned in during the week of the seminar. (25% of the grade)

   a. Theoretical Topics:
      i. Transactional analysis and group process.
      ii. Group techniques and the Gestalt model.
      iii. Is behavior modification the key to a successful group process in Reality Therapy?
      iv. How to use transference in group counseling.
      v. Comparison of Rational Emotive Therapy and Reality Therapy.
      vi. Psychoanalysis in group counseling.
      vii. Psychoanalysis versus Reality Therapy.
      viii. Adlerian theory use in group counseling with parents.
      ix. Stages of group development in Rational Emotive Therapy.

   b. Research Topics:
      i. Self-directed change groups.
      ii. Group-counseling with entry college level.
      iii. Groups in family counseling.
      iv. Group leadership skills.
      v. Group therapy with battered women.
      vi. Need of human potential workshops at the university level.
      vii. Confrontation and its use in group counseling.
      viii. Self-disclosure in growth groups.
      ix. Group counseling with young children.
      x. Behavioral rehearsal in group counseling.

3. Entries: Keep a diary that will include specific information you have learned about the social psychology of groups and about how to behave effectively in groups as well as a progress report on how well you yourself are developing the skills you want. Also include feelings that were evoked in you during the session. These entries would be done in class and you will be given time in class to write at the end of each day. (15% of the grade)

4. Final evaluation - A subjective evaluation of the student's group leadership potential. One or two handwritten pages written and submitted on the last day of class together with exam(15% of the grade).

5. Final Exam - 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.

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

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
Avraham (Avi) Scherman

Education

• Ph.D., Michigan State University - 1972
• Oklahoma Licensed Professional Counselor #73
• Approved Supervisor #73

Current Positions

• Department of Educational Psychology
• Professor of Counseling Emeritus

Frequently Taught Advanced Programs Courses

• HR 5013 Current Problems in Human Relations
• HR 5433 Group Counseling in Human Relations
• EIPT 5430 Group Process in Education
• HR 5113 Working with Divorcing Families
• EIPT 6493 Divorce Related Counseling
• HR 5100 Family counseling

Major Areas of Teaching and Research Interest

Avraham Scherman, Professor of Counseling a Licensed Professional Counselor (LPC) in the State of Oklahoma, joined the faculty of the University of Oklahoma in the Fall of 1974. He is teaching Advanced Programs classes since 1975. He received his bachelor's degree from the Hebrew University, Jerusalem, Israel, and his master's and doctoral degrees from Michigan State University. Prior to his appointment at OU, he was a teacher and principal of a high school in Israel, and on the Faculty of the University of Hartford for two years. He is the author of numerous publications in the area of crisis in the family, intervention with children of divorce and support systems available to the child in crisis. In addition, he has a small private practice where he sees clients and conduct support and growth groups.

Representative Publications and Presentations

Publications:


Presentations:

• 1999 Exploration of roles grandparents can play in the extended family. Paper presented at the Oklahoma Counseling Association Mid-Winter Conference, Oklahoma City, OK, February


• 2003 Robbins, R., Lynn, L., Scherman, A., & Wilson, J. Native American Grandparents’ Involvement with their Grandchildren During Times of Crisis in the Family. Paper presented at the Oklahoma Association of Teacher Education Annual Conference, Edmond, Oklahoma, November

• 2004 Roles grandparents can play when crisis occur in the family. Paper presented at the Oklahoma Counseling Association Mid-Winter Conference, Oklahoma City, OK, February

• 2005 Grandparents as a support system for their grandchildren in US, Panama, and South Korea. Paper presented at the Oklahoma Counseling Association Mid-Winter Conference, Oklahoma City, OK, January

Representative Honors and Awards Received

• 1981 Regents’ Teaching Award. University of Oklahoma, April.

• 1985 Associate Distinguished Lectureship Award, University of Oklahoma, October.

• 1986 Counselor of the year - Oklahoma, Central region, October.

• 1986 Associate Distinguished Lectureship Award. University of Oklahoma, October.

• 1987 Associate Distinguished Lectureship Award. University of Oklahoma, August.


• 1988 Associate Distinguished Lectureship Award. University of Oklahoma, August.

• 1989 Oklahoma Association for Counselor Education and Supervision – President.


• 1996 Oklahoma Counseling Association - President Elect.

• 1996 Oklahoma Association for Counselor Education and Supervision President.

• 1997 Oklahoma Counseling Association - President.

• 2000 Rufus G. Hall Faculty Award - College of Liberal Studies, University of Oklahoma
• 2004 Regents' Superior Teaching Award. University of Oklahoma, April

Major Professional Affiliations

• American Association for Counseling and Development.
• Association for Counselor Education and Supervision
• Oklahoma Association for Counseling and Development