INSTRUCTOR
Gene Brooks, Ph.D. SZB532H
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Office phone number: 512-232-4327

TEXTS

COURSE OBJECTIVES
The purpose of this course is to provide students with knowledge and experience in participating in and leading an ethically based counseling group, including the vitality of the multicultural foundation that exists in all group work. To that end:
• Students will be able to identify and demonstrate basic listening and influencing skills and strategies essential to the group process.
• Students will learn to be sensitive in their comments to the individual, group, and cultural/environmental contexts.
• Students will learn skills related to conflict management and confrontation.
• Students will learn how microskills and strategies are used in comprehensive and intentional ways to effectuate successful group process.
• Students will learn to assess their own skills and define their personal orientation to group practice.

ACCOMMODATIONS
The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. Any student with a documented disability who requires specific accommodations should contact the Office for Students with Disabilities at 471-6259 to request an official letter outlining authorized accommodations.

BASIS FOR GRADING
Your grade will be based on (1) your attendance and active participation in the group process in class (30%), (2) a review of the literature to provide background for the conceptualization and conduct of the group (10%), (3) participation in, and journal entries concerning, your external group participation (20%), (4) in-class, student-led group session (20%), and (5) develop a group work intervention manual -- six sessions in length (20%).

COURSE REQUIREMENTS
(1) ATTENDANCE (30%) Attend class regularly. Notify the instructor as soon as possible if you are going to miss class. You will be excused for medical or other important personal factors.
(2) LITERATURE REVIEW (10%) Prepare a review of the literature to provide background for the conceptualization and conduct of the group.
(3) CLASS AND OUTSIDE GROUP PARTICIPATION (30%) We will form groups composed of 5 to 8 classmates. You must participate in this group outside of class for 5 to 8 sessions! The number of sessions will be determined by how many students are in the group. Each student must lead at least one group session. If two wish to collaborate as co-leaders for one or two sessions, please get my approval. At the first meeting the group will decide on an overall focus for the group meetings. It may be focused on a rehabilitation-related issue of interest. You must get my approval prior to committing to a focus topic. The group session should involve active participation of class
members, as opposed to a lecture or slide show with little or no group participation. The group may be theme-based, for example, group members’ experiences with people with disabilities. However, the group should be structured and the leader should have specific goals and strategies they use to lead the group. Students will sign up for a class date during which they will lead the group session. When you sign up, provide the instructor with a list of your goals and strategies. **During the last four classes we will discuss your experiences as a group leader and as a group member.** This will be an opportunity for you to talk about skills you have learned in this class.

You will be expected to consistently and actively contribute to the group process in class and in the outside group. You will be expected to keep a personal journal detailing your reactions to each external group session. You must comply with all ethical codes, especially confidentiality in class and in the external group. Your written notes, journal, or other material must not contain identifying information of group members, class members, or other individuals associated with this class.

You should write an entry in the journal for every group meeting. The entry should describe the topics covered, your observations of the group leader’s qualities as a leader and her or his effectiveness, and thoughts about how the group is meeting its goals. A suggested format for the journal is presented below.

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**Your Name**

**Group Counseling Journal**

**Preliminary Entry: Group Description (only with your first entry)**

- Purposes and goals of the group
- Leader’s name and job title – qualifications and background
- Description and number of group participants (exclude identifying information)
- Starting date, location, and meeting times

**Session by Session Information (every entry)**

- Date, starting time, and ending time
- Main topics discussed
- Activities engaged in, if any
- Group process
  - Fragmented or cohesive
  - Sense of togetherness
  - Common levels of concern
  - Other observations
- Group participants
  - Isolates or dominating members
  - Level of engagement
  - On or off topic
  - Other observations
- Summary and expectations for the next session

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(4) **GROUP WORK INTERVENTION MANUAL (30%)** Over the course of the entire semester, each student will develop a group work intervention that will be six sessions in length, addressing a particular problem or need that would be appropriate for use in a rehabilitation setting. This will provide a group work intervention that could be implemented as a part of future practicum or internship placements or in future professional positions.

Development of the group work intervention will require a review of literature to provide background for the conceptualization and conduct of the group, including a rationale for the importance of the group; establishment of objectives to be accomplished; development of procedures to address practical considerations (e.g., recruitment and selection of group members); detailed descriptions of the objectives, content, and procedures to be followed in each session of the group; and guidelines for leaders of the group, demonstrating application of content covered throughout the course regarding group dynamics, process, and leadership. Each student will prepare a manual for the group developed that will provide sufficient detail and materials to allow counselors to conduct the group as developed by the student. In addition, each student and another volunteer co-leader from the class will demonstrate a part of one session of the group, using the other students in the class as group members.

**Outline for Group Manual**
I. Introduction

A. Problem to be addressed by the group

1. Overview of the problem

2. Review of literature regarding conceptualization of the problem and strategies for addressing the problem

B. Review of literature on similar groups

C. Objectives for the group

II. Practical considerations

A. Target population

1. Recruitment procedures

2. Screening procedures

3. Selection procedures

B. Size of the group

C. Location and set-up of the space where the group will be conducted

D. Equipment and resources

III. Plan for each of the six sessions of the group

A. Agenda or outline with suggested time line

B. Materials needed

C. Detailed instructions for the leaders

D. Copies of any hand-outs

IV. Guidelines for the group leaders

V. Evaluation

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**SELF-GROWTH EXPERIENCES**

Courses in the RCE Program may involve self-disclosure as part of self-growth experiences necessary to become rehabilitation counselors.

Students should be aware that their self-disclosure may be encouraged by professors. Grades, however, will not depend on the level of self-disclosure of students, but rather on the knowledge, skills and abilities they demonstrate. In certain instances students may need to change maladaptive behaviors that interfere with becoming professional counselors capable of effectively counseling rehabilitation consumers. If a student's behaviors become problematic, professors may require the student to seek professional help to address personal concerns that may be affecting their competence as rehabilitation counselors-in-training. In rare instances, students may be advised to seek another program.
COURSE EVALUATION
This course will be evaluated using the standard University format.

ACCOMMODATIONS
Any student with a documented disability who needs academic accommodations should contact the Office of the Dean of Students, Office for Students with Disabilities at 471-6259 or 471-4641 TTY to request an official letter outlining authorized accommodations.

PLEASE NOTE:
Electronic devices such as cellular/digital phones or communication devices must be left out of the classroom or you must turn them off during class. The only exceptions are those devices supportive of and necessary for students with disabilities.

PLEASE SEE the FALL 2010 COURSE SCHEDULE for the FOLLOWING DATES:
- Last day of the official add/drop period.
- Last day to drop a course for possible refund.
- Last day to apply for a graduate degree.

UNIVERSITY’S HONOR CODE
The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity and responsibility. Each member of the University is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

TOPICAL OUTLINE

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<thead>
<tr>
<th>DATE</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>8/30/10</td>
<td>Introduction</td>
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<tr>
<td>9/13/10</td>
<td>Intentional Group Leadership</td>
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<td>9/20/10</td>
<td>CRCC Code of Ethics</td>
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<td>9/27/10</td>
<td>Multicultural Issues</td>
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<td>10/4/10</td>
<td>Basic listening sequence</td>
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<td>10/11/10</td>
<td>Integrating microskills</td>
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<td>10/18/10</td>
<td>Corey <strong>Group Video</strong></td>
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<td>10/25/10</td>
<td>Corey <strong>Group Video</strong></td>
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<td>Interpersonal influence</td>
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<td>Student-Led Groups</td>
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<td>11/15/10</td>
<td>Alternative Approaches</td>
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<td>Student-Led Groups</td>
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<td>11/22/10</td>
<td>Assessing Your Group Style</td>
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CORE STANDARDS MET:

Description

C. 6 Group Work – Outcomes 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 and 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 the group process 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.

BUILDING EVACUATION PROCEDURES

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when a fire alarm is activated. Alarm activation or
announcement requires exiting and assembling outside.

Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building. Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class. In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instructions by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.