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TA: Xiaolei Tang, MS, CRC
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Classroom: 1131 Humanities
Time: 2:25PM – 5:25PM

Objectives
The course is a part of the core curriculum in the master’s degree program in rehabilitation counseling/rehabilitation psychology. It provides basic instruction related to conducting group counseling and related types of group work in rehabilitation settings with people with disabilities. The family is considered a special type of group, and group dynamics and family work are also covered.

The knowledge domains, specified in the Council on Rehabilitation Education (CORE) standards for master’s degree programs in rehabilitation counseling, that are relevant to the course include the following:
C.1 Professional Identity
C.2 Social and Cultural Diversity
C.5 Counseling and Consultation
C.6 Group Work
C.7 Assessment
C.10 Rehabilitation Services and Resources.

The course will particularly focus on the knowledge domain of Group Work, building knowledge the following areas:

- Group dynamics and counseling theory
- Family dynamics and counseling theory
- Interdisciplinary teamwork
- Group leadership styles and techniques
- Group methods, selection criteria, and evaluation strategies
• Group skills development

In addition, the course will particularly focus on 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.

Upon completion of this course, students will be able to identify, utilize, and explain the following areas of the counseling profession based on an understanding of the following 2016 CACREP Professional Standards:

1. Theories and models of counseling (f.5.a)
2. Counselor characteristics and behavior that influence the counseling process (f.5.f)
3. Theoretical foundations of group counseling and group work (f.6.a)
4. Dynamics associated with group process and development (f.6.b)
5. Therapeutic factors and how they contribute to group effectiveness (f.6.c)
6. Characteristics and functions of effective group leaders (f.6.d)
7. Approaches to group formation, including recruiting, screening, and selecting members (f.6.e)
8. Types of groups and other considerations that affect conducting groups in varied settings (f.6.f)
9. Ethical and culturally relevant strategies for designing and facilitating groups (f.6.g)
10. Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term (f.6.h) 2
11. Mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment, and after care, and the mental health counseling services networks (CMHC c.2.c)

Textbooks


Recommended Texts

Accommodations
It is my intention to fully include everyone in all aspects of this class. If you need accommodations to fully participate then please contact me no later than the 3rd day of class so there is time to implement any changes.

• All quizzes will be short take home quizzes that should be completed by 11:59PM on the day it is due.

Requirements
1. Over the course of the semester, each student will develop a group 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 a group manual will require writing a 10 page literature review paper in APA style that provides the following:

• Provide a rationale for the importance of the group
• A review of literature to provide background information on the topic of the group
• Establish of objectives to be accomplished in this group format
• Development of procedures to address practical considerations (e.g., recruitment and selection of group members)
• Outline six sessions that follow from your literature review on the topics that should be addressed given this particular issue or disability type
• Detailed descriptions of the objectives, content, and procedures to be followed in each session of the group
• Guidelines for leaders of the group, demonstrating application of content covered throughout the course regarding group dynamics, process, and leadership.

Each student will prepare and lead one 30 minute activity chosen from one of the six sessions of their group as developed by the student. The class will be the group members.

1. **Attend class regularly; please notify the instructor if you need to miss; Please be on time as we will be doing groups; missing class or being consistently late will affect your final grade**

2. Complete all assigned readings and exercises; there will be 5 quizzes on the readings

3. Co-lead one session of an in class for cognitive-behavioral group for stress management: Chapter to be assigned. After your session, complete a brief review of your session, including answers to the questions on the bottom of page 168. These are due the day after you lead your session.

### Due Dates and Specifics about the Group Manual

Complete the manual for the group, including the following components

   a. Preliminary draft of the literature review (*due October 3*)

   b. Preliminary draft of procedures to address practical considerations (*due October 17*)

   c. Preliminary brief summaries of each of the group sessions, including detailed summaries of session one and two (*due October 31*)

   d. Final draft of the entire manual (hard-copy, printed, in a binder with dividers and looking professional) (*November 28*)

### Course Grades

Grades for the course will be determined as follows:

75 points: Five quizzes (15 points each) on readings, on dates listed.

15 points: Three preliminary drafts of content for the group manual (all three are 5 points each); this is your opportunity to get feedback on your work; the more you have done the more we can give you feedback
15 points: Group co-leadership for stress management group (you can use the book as a guide)

25 points: Leading your personal group, one exercise, 30 mins (25 min min./ 40 min max)

60 points Group manual; the topic paper to be in APA Format, with title page, conclusions, and references; you will be graded on QUALITY AS WELL AS REQUIREMENTS; include sections on practical considerations and six group sessions, include any hand-outs you might give;

*****Make sure to cite your sources on hand-outs, in APA style

*****DO NOT COPY ASSESSMENTS OR PAGES OF BOOKS TO PUT IN YOUR MANUAL; You risk losing significant points for this or failing.

10 Points: Professional Behavior, including respecting your classmates and participation in class is very important.

Total Points: 225
100-92% = A 
91-84% = AB
83-78% = B 
77-72% = BC
71-66% = C 

Tentative Schedule and Reading Assignments
Please bring your books to class.
All co-teaching chapters are from the Davis et al text
C & C is Corey et al

September 12 Introduction and Theories and Techniques of Group Counseling (C&C – Ch. 1&4); Co-leaders and chapters assigned

September 19 Group Leadership and Ethics (C&C – Chap. 2 & 3)
Begin to write consent form for group counseling
Organizational aspects of CBT Stress Mgmt Group
Support Group (Davis, Chapter 1) Led by Derek and Xiaolei

September 26 Quiz 1: The Group Counselor and Ethics and Legal Issues in Group Counseling
Forming a Group (C&C – Chap. 5)
Session two: Student co (leaders); Davis: Chapters 16
Peer support groups meet; discuss topics and look at articles
October 3  
Initial Stage of Group Process (C&C – Chap. 6)  
Session Three: student (co)-leaders, Davis: Chapters 3 & 4  
Session Four: student (co)-leaders; Davis: Chapters 5 & 6  
Due: Draft of Literature Review Part of Manual (10 pages)

October 10  
Quiz 2: Initial Stage of Group Process  
Transition Stage of Group Process (C & C – Chapter 7)  
Session Five: student (co)-leaders; Davis: Chapters 7 & 8  
Session Six: student (co)-leaders; Davis: Chapter 9 & 11

October 17  
Quiz 3 Transition Stage  
Working Stage of Group Process (C & C—Chapter 8)  
Session Seven: student (co)-leaders; Davis, Chapter 12 & 13  
Session Eight: student (co) leaders; Davis, Chapter 10  
Due: Draft of practical considerations

October 24  
Quiz 4 Working Stage  
Ending Stage of Group Process (C&C – Chap. 9)

October 31  
Quiz 5 Ending Stage  
Groups in School (C&C – Chap. 10)  
Due: Draft of Six Sessions of Group Manual

November 7  
Groups in the Community (C&C – Chap. 11)

November 14  
Grief Counseling in Groups: Guest Speaker  
Family Systems Theory in Family Therapy

November 21  
Student Group Presentations (4); ~30 minutes, no shorter than 25, no longer than 40

November 28  
Student Group Presentations (4); ~30 minutes, no shorter than 25, no longer than 40  
Due: Final Manual!!!!!

December 5  
Student Group Presentations (4) ~30 minutes, no shorter than 25, no longer than 40

December 12  
Student Group Presentations (4); ~30 minutes, no shorter than 25, no longer than 40

Grading Outline for Group Manual (Three Parts)
I. Literature Review: (20 Points)

Introduction: Importance of the problem: (4 Point)
- Write at least 3 to 4 paragraphs answering what the problem is and whom it is affecting the most.

Prevalence and incidence rates (2 Points)
- Causes
- Symptoms
- Functional Limitations (over the lifespan)
- Provide and cite relevant empirical research to support presented claims, statistics, and outcomes related to disability population.

Past/Current Interventions to treat problem (4 Points)

Proposed Group Manual to treat specified problems (4 Points)

Clinical implications justifying your manual (4 Points)

Summary and conclusions: (2 Point)

II. Practical considerations Section (Part two)

A) Purpose of this Manual (2 Points)
   a. Group Counseling Objectives
   b. Group Counseling Approach and Methodology
   c. Recruitment procedures
   d. Screening procedures
   e. Selection procedures
   f. ‘Group Rules and Expectations’: Provide a general list (4 -5 items)
   g. Schedule of Weekly Sessions Page: A one-page table of contents that provides a brief overview of each week

B) Psycho education – Topics and Sequence (2 Points)
   a. Size of the group
   b. Location and set-up of the space where the group will be conducted
   c. Equipment and resources

C) Notes to Psychosocial Counselor (1 Points)
   a. Role of Counselor as Group Facilitator

III. Manual Sessions (Part three) (24 Points)

Using your literature review, create at least six sessions of the group (Part three of your manual). Use what you found to be important issues to address based on your literature review. Lay out each session so that anyone could lead your sessions. Give time lines to
topic issues. Divide your 60-90 minute sessions into activities. This typically involves such things as teaching relaxation training for stress management, education about some aspect of a diagnosis, communication with medical professionals, etc.

A. Agenda with enough information that any counselor could follow your information; include suggested time line of activities
   a) Purpose: Provide a brief explanation or intention of each group session
   b) Goals: List one to two goals for each group session (e.g., Develop awareness and understanding of common organically based changes in feeling and personality following a brain injury.)
   c) Materials Needed (supplies to run the group)

B. Activity Sequence

B. Copies of any hand-outs you would give group members (Remember, every session you should at least given an outline agenda to group members) (i.e., self-rating scale, educational information (summary sheet of brain areas and deficits, homework assignments, goal setting worksheets, etc.).

IV: Evaluation (2 points)
- Evaluation form for the end that your members will complete (how would you have members evaluate your group; include these forms).

V: APA & Writing Style (10 points)
- Supported ideas/conclusions presented in paper by effectively citing relevant research/empirical findings from at least 10 peer-reviewed journal articles (not counting assigned readings).
- Used proper APA style writing, headings, and in-text citations:
- Double spaced, hanging indent, alphabetical order
- Meets general APA requirements:
- Professional quality (e.g., neatness, grammar, spelling

Effective organization and readability.