

Southern University and A & M College
College of Nursing and Allied Health
Department of Rehabilitation and Disability Studies
Clinical Rehabilitation Counseling Program (CRCP)

I. Description Information

- a. **Course Number:** REHB 520
- b. **Course Title:** Family and Group Counseling for Allied Health Professionals
- c. **Credit Hours:** 3.0
- d. **CIP CODE:**
- e. **Intended Audience:** This course is intended for Master's level candidates in the Clinical Rehabilitation Counseling and other human services fields whom have been approved for this course by their respective advisors.
- f. **Method of Delivery:** This course will be delivered face-to-face for students in Baton Rouge and simultaneously for students living elsewhere online via Zoom. The method of delivery will employ a variety of methods of instruction including lecture, class discussion, small group interaction, role play and learning experiences.
- g. **Prerequisites:** Admission to a graduate program in counseling. A class in Theories and Techniques of Counseling.

II. Catalog Description:

This course will provide the theoretical and technical foundations for the practice of family and group counseling. This course will include an overview of systems theory as it applies to family dynamics with a focus on family organization, family subsystems, etc. Students will also learn specific interventions applicable to group counseling framework.

III. CACREP Content Areas:

The Graduate Program in Clinical Rehabilitation Counseling adheres to standards set forth by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

This is a required Course.

Throughout this syllabus, this course addresses professional counseling requirements for CACREP Standards Section 2.D.6

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members
- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. 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

**IV. Student Learning Outcomes:
CACREP Knowledge and Skill Outcomes:**

- 6a. Demonstrate knowledge of theoretical foundations of group counseling and group work as measured by a score of 80% on exams, a score of 80% on literature review/APA research paper, and a score of 80% group manual proposal for small group sessions.
- 6b. Demonstrate knowledge of dynamics associated with group process and development as measured by a score of 80% on exams and a score of 80% on leading in class group session.
- 6c. Demonstrate knowledge of therapeutic factors and how they contribute to group effectiveness by earning a score of 80% on exams and earning a score of 80% on group manual proposal for small group sessions.
- 6d. Demonstrate knowledge of characteristics and functions of effective group leaders as measured by a score of 80% on exams and a score of 80% on leading in group session.
- 6e. Demonstrate knowledge of approaches to group formation, including recruiting, screening, and selecting members by earning a score of 80% on exams and a score of 80% on group manual proposal for small group sessions.
- 6f. Demonstrate knowledge of types of groups and other considerations that affect conducting groups in varied settings by earning a score of 80% on exams.
- 6g. Demonstrate ethical and culturally relevant strategies for designing and facilitating groups by earning a score of 80% on leading in class group and a score of 80% on group manual proposal for small group sessions.
- 6h. Demonstrate 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.

V. Required Texts and or Readings

Gladding, Samuel T. (2016). *Groups: A counseling specialty* (6th ed.). Pearson Publishing
Print ISBN: 9780133905205; 0133905209

Goldenberg, H. & Goldenberg, I. (2017). *Family therapy: An overview* (9th ed.). Belmont, CA: Brooks/Cole-Cengage Learning. ISBN: 9781305092969

Additional reading materials:

Alston, R.J. & Turner, W.L. (1994). A family strengths model of adjustment to disability for African American clients. *Journal of Counseling & Development*, 72(4), 378-383.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Boston, P. (2000). Systemic family therapy and the influence of post-modernism. *Advances in Psychiatric Treatment*, 6(6), 450-457.

Campbell, C. A., & Brigman, G. (2005). Closing the achievement gap: A structured approach to group counseling. *The Journal for Specialists in Group Work*, 30(1), 67-82.

Dattilio, F.M. (2001). Cognitive-behavior family therapy: Contemporary myths and

misconceptions. *Contemporary Family Therapy*, 23(1), 3-18.

Dattilo, F.M. (2002). Homework assignments in couple and family therapy. *Journal of Clinical Psychology*, 58(5), 535-547.

Graham, M.A., Sauerheber, J.D., & Britzman, M.J. (2013). Choice theory and family counseling: A pragmatic, culturally sensitive approach. *The Family Journal*, 21(2), 230-234

Horigian, V., Robbins, M., & Szapocznik, J. (2004). Brief strategic family therapy. *Brief Strategic and Systemic Therapy European Review*, 1, 251-271.

Lambert, J.E, Skinner, A.H., & Friedlander, M.L. (2012). Problematic within-family alliances in conjoint family therapy: A close look at five cases. *Journal of Marital & Family Therapy*, 38(2), 417-428.

Lawrence, D. H. (2004). The effects of reality therapy group counseling on the self-determination of persons with developmental disabilities. *International Journal of Reality Therapy*, 23(2), 9-15.

Livneh, H., Wilson, L. M., & Pullo, R. E. (2004). Group counseling for people with physical disabilities. *Focus on Exceptional Children*, 36(6), 1.

Navarre, S. E. (1998). Salvador Minuchin's structural family therapy and its application to multicultural family systems. *Issues in Mental Health Nursing*, 19(6), 557- 570.

Rober, P. (2010). The therapist's experiencing in family therapy practice. *Journal of Family Therapy*, 33(3), 233-255

CACREP Faculty: Clarence D. Merckerson, PhD, CRC, LPC-S
 Assistant Professor
 Blanks Hall - Office 252
 Office Hours: Tues & Thurs 2-4p; Mon 12:30-4:30p (Or by appointment)
 Phone: 225.771.2411
 Email: clarence_merckerson@subr.edu
 Department URL: <http://www.subr.edu/rehabilitation>
 Class: Monday 5:00 PM – 7:50 PM
Zoom Meeting ID: 574219524

VI. Method of Instruction:

This course will be delivered face-to-face for students in Baton Rouge and simultaneously for students living elsewhere online via Zoom. The method of delivery will employ a variety of methods of instruction including lecture, class discussion, small group interaction, role play and learning experiences.

VII. Student Performance Evaluation Criteria

A. Academic Requirements:

Literature-Review APA-style paper on a Family Counseling Theory (100 points)

Each student will prepare a paper based on a family counseling theory. This paper will reflect the family counseling theoretical framework that the student will most likely use in his/her work as a counselor. The paper will be worth 100 points and a rubric designating the criteria for evaluation will be provided via livetext. The paper will be **5 pages** in APA style (excluding cover page and references) and must include at least **8 references**. A scaffolding approach will be used to provide feedback to the student on progress towards the final product.

Topic must be approved by Instructor.

Leading in-class Group Session (100 points)

Students will lead one in-class group during the semester. Student-leader selected topics will be discussed/processed as a group using a specific group theory that will be identified by the student-leader prior to beginning the session. Students will be evaluated on the basis of their leading/facilitating the session.

Group Manual-Proposal for Small Group Session (100 points)

Students will develop a manual for a group. In this proposal, the student will describe the type of group, the format of the group, the population for the group, the method of marketing the group. This manual will include information that explains and/or justifies these features based upon the literature and the particular

theoretical theory or theories that will be used for this group. A detailed agenda for each group session must be included based on a sound theoretical rationale.

Group Experience (200): Students are expected to experience group dynamics in community environments. Students will be required to attend TWO (2) meetings of an approved group (of their choosing) in their community and will document their experience in a short paper (1 full-page minimum) using guidelines developed by the instructor. Pay strict attention and adhere to the confidentiality requirements of the group attended. EACH GROUP ATTENDED AND WRITEUP IS WORTH 100 POINTS.

Exam 1 (50 points)

Exam 2 (50 points)

Class Assignments (75 points): Class assignments relating to the chapters and relevant class topics will be given throughout the semester. These assignments will be completed in either group or individual formats.

Class Attendance and Participation (25 points): All students must attend classes punctually following SUBR policy and actively participate in class discussion on assigned readings and related course materials/activities.

Method of Evaluation/Grading

Please note that each of these measurements are stated in the CACREP Knowledge and Skills requirements section of this syllabus.

Total – Grading Scale:

| | | |
|---|---------|-------------|
| A | 90-100% | 627-700 |
| B | 80-89% | 557-626 |
| C | 70-79% | 487-556 |
| D | 60-69% | 417-486 |
| F | 0-59% | 416 - below |

Livertext Subscription

Southern University and A&M College-Baton Rouge has entered into partnership with LiveText, Inc. to provide online academic resources for student collaboration and learning outcomes assessment. Therefore, all students enrolled in this course are required to purchase a subscription from LiveText, Inc. through the Southern University Bookstore. LiveText, Inc. provides students with the electronic tools and services needed to serve them in their courses and in their career or academic pursuits beyond graduation. LiveText is a dynamic tool that will enable you to:

- i. Create Electronic Portfolios for storing and displaying coursework for use anytime and anywhere;
- ii. Share your résumés, professional portfolios and virtually any projects that can be photographed, video recorded, and uploaded to prospective employers and others who need or want to know about your accomplishments;
- iii. Engage in discussion boards with other students, exchange feedback, and create study groups and other types of social networks.
- iv. Complete assignments in key/required courses where LiveText has been embedded (without LiveText, you will not be able to complete these assignments).
- v. Create a complete record of your academic career that is malleable and easily accessible.
- vi. Engage in developing a results driven culture of assessment at Southern University.
- vii. Participate in a process that will allow for data-driven curricular improvements that foster improved student learning and performance.

VIII. Disability Accommodations Policies and Procedures

Students with disabilities should make their needs for accommodations known to the Instructor during the first week of class. The instructor and the University's Office of Students with Disabilities will work together to make reasonable accommodations for the student. Email Address: patricia_hebert@subr.edu

Changes to the course syllabus may occur at any time and will be deemed effective when the Syllabus is posted to the Moodle course website.

IX. CLASS SCHEDULE (Weekly course content meets CACREP requirements)

| Date | Topic | Reading |
|------------------|--|---|
| Week 1 Jan 28 | Review of Syllabus Types of Groups and Family Relationship Framework | Gladding: Ch 1 Goldenberg: Ch 1 (CACREP: 6a, 6b, 6c, 6e, 6f, 6g) |
| Week 2 Feb 4 | <ul style="list-style-type: none"> • Group Dynamics; Group Leadership • Family Development | Gladding: Ch 2, 3 Goldenberg: Ch 2 (CACREP: 6a, 6b, 6c, 6d, 6e, 6g) |
| Week 3 Feb 11 | <ul style="list-style-type: none"> • Forming a Group; Transition Period • Diversity | Gladding: Ch 4, 5 Goldenberg: Ch 3 (CACREP: 6a, 6b, 6c, 6d, 6e, 6g) |

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|--------------------------|--|---|
| Week 4 Feb 18 | <ul style="list-style-type: none"> Working Stage; Closing; Diversity and Social Justice Systems Theory; Play Therapy | Gladding: Ch 6, 7, 8 Goldenberg: Ch 4, 5 (CACREP: 6a, 6b, 6c, 6d, 6g) |
| Week 5 Feb 25 | EXAM 1 Group Experience 1 – DUE: March 1st | (CACREP: 6a, 6b, 6c, 6d, 6g, 6h) |
| Week 6 March 4 | Mardi Gras Break | |
| Week 7 March 11 | <ul style="list-style-type: none"> Specialty Groups; Ethics; Children Groups Ethical Practice; Psychodynamic Models | Gladding: Ch 9, 10, 11 Goldenberg: Ch 6, 7 (CACREP: 6a, 6b, 6c, 6f, 6g) |

| | | |
|-----------------------------|---|--|
| Week 7 March 18 | <ul style="list-style-type: none"> Adolescent and Adult Groups Transgenerational; Experiential; Structural Models | Gladding: Ch 12, 13 Goldenberg: Ch 8, 9, 10 (CACREP: 6a, 6b, 6c, 6f, 6g) |
| Week 8: March 25 | <u>Literature-Review APA-style paper on a Family Counseling Theory 1st Draft DUE</u> | Gladding: Ch 14, 15 Goldenberg: Ch 11, 12, 13 (CACREP: 6a, 6b, 6c, 6f) |
| Week 9 April 1 | Group Sessions | Gladding: Ch 15 Goldenberg: Ch 14, 15 (CACREP: 6a, 6b, 6c, 6f, 6h) |
| Week 10 April 8 | Group Sessions Group Experience 2 – DUE: April 12th | Gladding: Ch 16 Goldenberg: Ch 16, 17 (CACREP: 6a, 6b, 6c, 6h) |
| Week 11 April 15 | SPRING BREAK | |
| Week 12 April 22 | <u>Literature Review DUE</u> | Gladding Goldenberg (CACREP: 6a, 6b, 6c, 6f) |
| Week 13 | EXAM 2 – TO BE ANNOUNCED | (CACREP: 6a, 6b, 6c) |
| | GROUP MANUAL – DUE: MAY 1st | (CACREP: 6a, 6b, 6c, 6d) |

Expectations of Confidentiality During Classroom Activities

A) The process of learning to be a counselor often involves sharing personal anecdotes. In general, the content of our classroom lectures, individual/ triadic supervision, email correspondence, and phone/ Zoom conversations are confidential. Confidentiality within the classroom setting is a shared responsibility of all students and

instructors. Confidentiality within the classroom setting is based on mutual trust and respect. All students agree not to disclose to anyone outside of the classroom any personal information that is learned as the result of participation in the classroom activities. Students agree not to disclose any information that may identify another student.

B) Limits to confidentiality include, but are not limited to, treatment of a client that violates the legal or ethical standards set forth by government agencies and the Code of Professional Ethics for Rehabilitation Counselors (included in your Practicum Manual) as well as any information that may be pertinent to student's capacity to be a rehabilitation counselor.