Psychology and Research in Education

PRE 844 – Theory of Group Counseling
(course schedule and assignments may be subject to change to maximize learning)

Line # 20500

Fall 2012

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Office Hours: JRP 638 – Fridays 1:00 to 2:00 and by appointment

Schedule: Mondays 9:00am to 11:50am

Location: Edwards Campus – Regnier Hall 152


Welcome to PRE 844! I’m pleased to have you in class and look forward to a rewarding learning experience for all of us.

The primary mission of the School of Education is to prepare leaders in education and human services fields. As stated in the School Code

Within the University, the School of Education serves Kansas, the nation, and the world by (1) preparing individuals to be leaders and practitioners in education and related human service fields, (2) expanding and deepening understanding of education as a fundamental human endeavor, and (3) helping society define and respond to its educational responsibilities and challenges.

The components that frame this mission for our initial and advanced programs are Research and Best Practice, Content Knowledge, and Professionalism. These interlocking themes build our Conceptual Framework.

Course Overview:

The purpose of this course is to facilitate your understanding of group processes and dynamics and to help you develop the skills to facilitate group counseling.

Course Objectives:

It is hoped that throughout this course, you will.....
Obtain a working knowledge of group dynamics, process, and stages of group development
Learn to select and screen group participants, and how individual group members can be
strategically selected to maximize therapeutic benefits for the entire group
Learn group techniques
Become sensitive to special ethical considerations in group therapy
Learn how to address specific challenges in therapy groups
Learn more about specialized therapy groups and the needs of specific populations
Become sensitive to multicultural issues related to group work
Be able to design a complete theoretically based group
Become familiar with important research findings about group therapy
Be able to offer a critical analysis of a group
Become aware of how you function in group settings and become more sensitive to your own part
in group process

Course Requirements:

**Class Participation and Attendance**
Class participation is expected and vital to the success of this course. I will be asking you to participate in
role playing group activities and interventions to help you learn group leadership skills. Although there
will be no instructor led group therapy experience in this course (see APA ethics code), we will be learning
group skills through activities selected to enhance your skills and understanding of group theory and group
work. Therefore, it is important that together we create a positive, respectful classroom environment. This
can best be done when you attend class regularly with the reading completed and ready to interact with
your colleagues. A word about your responsibility as a task group member: as a helping professional
in training, you are expected to treat your classmates with respect. If at any time, you feel that your
task group experience is not respectful or positive, then you need to tell me immediately so I can
intervene. It is YOUR responsibility to communicate with me as I will not be present for most of
your group meetings. Make sure that you are consistently logging each group meeting as soon as it
happens. You are to e-mail me your log at least once a month.

**Field Experience and 3-5 page Reaction Paper**
Select ONE of the following three options. You are strongly urged to select one of the first two options;
however, if you do not have transportation or encounter another barrier, you are welcome to select the
third. DUE NOVEMBER 19, 2012 – PAPER AND PRESENTATION

1. Interview a practitioner who regularly uses groups as a primary mode of practice. This will
   be most useful to you if you find someone in a setting to which you aspire working. Find out
   what type(s) of groups they lead. What theoretical orientation do they use? What are the joys
   and challenges of group leadership? What ethical considerations have they encountered? (see
   chapter 7 in your textbook) What advice would they give to you as a future group leader?
   For more ideas on this information interview see Bolles – *What Color is your Parachute?*
   Send a thank you note!

2. Attend at least one session of a group. Contact the organizer and request permission to attend.
   Select a group in a particular interest area for you. I will provide you with some possibilities
   but the options are many especially if you are interested in groups like AA. Observe the
   entire group experience and compare it to what you have learned in class. What seems to be
   the objective of the group? Do you observe participants in common group roles? How does
   the group leader conduct him/herself? Can you identify any particular interventions and why
   they were used? Send a thank you note if appropriate.
3. Review a Research Article. Select an empirical research article that investigates the efficacy of group therapy (psychotherapy group, a support group, psychoeducational group, etc.). Provide a brief synopsis of the article and discuss relevant group considerations. Use APA style in your write-up and turn in a copy of the article with your review.

Design a Group – Presentation, Paper, and Log

You will be assigned to a group and will be asked to design a six to eight week group and present your project to the class. Be creative and make this assignment useful to you! I’ve known students who have built upon this project and made it their master’s project or dissertation. I have also had students who immediately were able to use their group at their practicum site. Groups can be structured or semi-structured. They can be thematically based on a specific diagnosis or concern (e.g. Substance Abuse, HIV, Cancer, Career, Eating Disorders, Gay and/or Lesbian Support Group, Bereavement, etc.).

There are three components to this assignment: a 15-20 page paper, a 45 minute presentation with outline, and an informal log about the work group experience.

A. Paper and Presentation – During the August 27th class period, students will be divided into groups by me and will choose a topic and population for a group intervention. Note: This must be approved by the instructor by September 10th. Each group of students will collectively write a 15-20 page paper (APA style) about their group. There will be a 45-minute presentation in class and 15 minutes for questions concerning the topic.

Papers and presentations should include:
- Purpose of Group
- Group Goals
- Marketing the group (advertising, getting members)
- Screening and orientation
- Sessions (Number and major activities of the session – approximately one page on each session)
  - Purpose
  - Theme
  - Activity
- Strategies to evaluate the group
- Ethical considerations
- Referral procedures for follow-up
- A Brief review of what the literature says about your type of group
- References
- Appendices (if any)
- Demonstrate one session of your group during the presentation

You will be expected to provide each class member an outline of your group design on the day of your presentation. You will turn your completed paper in to the instructor the day of your presentation. Papers are to be between 15-20 pages long with references. You are asked to use APA style. I encourage you to work toward a professional caliber presentation. Please use visual aids and dress professionally to simulate a conference type atmosphere!

B. Log with entries after each work group meeting – even on-line meetings. You are to e-mail this to me once a month for a total of 4 e-mails and one hard copy of the log which is due the day of your group presentation. I would like for you to keep an informal log of your experience as a work group member. Include your general observations about how you think the group is going in light of your growing knowledge about group dynamics. Please do not include group members’ names. Just comment on general observations, trends and roles.
Final LOG is DUE the day of your presentation as well. Entries should be brief and yet reflect your experience. The log is REQUIRED and worth 10% of the overall grade for the Group project.

Two Exams
There will be two in-class exams lasting 90 minutes each. On both exam days the remainder of the time will be available for your group project team meeting. I’ll be available for consultation during that time as well as during my office hours and by e-mail. The project and its accompanying activities will take the place of a final exam.

Evaluation
Participation – 10%
Exams – (15% each) – 30% total
Field Experience and paper – 15%
Project/Paper/Log/Presentation – 30% (a more complete breakdown of the scoring of the various components will be provided separately)
Workbook – 15%

You are encouraged to take advantage of the KU Writer’s Roost for assistance. Visit www.writing.ku.edu

If you have special needs or a disability for which you may need accommodations, you are encouraged to speaking with me privately and/or I am happy to refer you to appropriate campus resources. See www.disability.ku.edu.

Grading for the course is A-F. Plus/Minus grading is available and used for this course.
93-100 = A
90-92.5 = A- (anything above 92.5 is rounded up to 93)
87-89.5 = B+ (anything above 89.5 is rounded up to 90, etc.)
83-86.5 = B
80-82.5 = B-
77-79.5 = C+
73-76.5 = C
70-72.5 = C-

See the KU Graduate School’s current policy on grades below C. www.graduate.ku.edu

In certain exceptional circumstances, a grade of I (incomplete) may be assigned. If you determine that you do not wish to complete PRE 844 and need to withdraw from the course, it is imperative that you let me know as soon as possible and go through the formal withdrawal procedures for the university. See www.registrar.ku.edu for details.

This course adheres to the University’s Policy on Academic Misconduct. It is YOUR responsibility to know that policy and adhere it as well. See www.studenthandbook.ku.edu.

A word about the FLU…..if you become ill, you are human. Please take care of yourself and others and do not come to class sick! Please stay up to date on the latest campus health updates and check your e-mail daily as I may get the flu too!!! All assignments have the potential to be rescheduled due to illness so please stay in communication with me.

A word about the weather….you are the best judge about your safety in driving to campus. By the last month of the semester, the weather will be wintery and if you are driving to Overland Park from out of town, please check to make sure that the campus is open and that the roads that you need to take are passable. Just call, text, or e-mail me if you are unable to make it class and we will make alternative arrangements.

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