

## MEMORANDUM

**TO:** University Senate Council  
**FROM:** Deborah Slaton  
Associate Dean for Research and Graduate Studies  
**TOPICS:** Request for New Course and Approval for Distance Learning  
**DATE:** November 23, 2009

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The faculty of the College of Education approves and is requesting Undergraduate Council consideration of the following:

Application for New Course: RC 670 Group and Family Counseling in Rehabilitation Counseling (includes Distance Learning Approval form)

Attachments

## REQUEST FOR NEW COURSE

<b>1. General Information.</b>				
a.	Submitted by the College of: <u>Education</u>	Today's Date: <u>9-17-09</u>		
b.	Department/Division: <u>Special Education &amp; Rehabilitation Counseling</u>			
c.	Contact person name: <u>Ralph M. Crystal</u>	Email: <u>crystal@uky.edu</u>	Phone: <u>859-257-8275</u>	
d.	Requested Effective Date: <input checked="" type="checkbox"/> Semester following approval	OR	<input type="checkbox"/> Specific Term/Year <sup>1</sup> : _____	
<b>2. Designation and Description of Proposed Course.</b>				
a.	Prefix and Number: <u>670</u>			
b.	Full Title: <u>Group and Family Counseling in Rehabilitation Counseling</u>			
c.	Transcript Title (if full title is more than 40 characters): <u>Rehab Group/Fam Counsel</u>			
d.	To be Cross-Listed <sup>2</sup> with (Prefix and Number): <u>N/A</u>			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contact hours <sup>3</sup> for each meeting pattern type.			
	<input checked="" type="checkbox"/> Lecture	_____ Laboratory <sup>1</sup>	_____ Recitation	_____ Discussion
				_____ Indep. Study
	_____ Clinical	_____ Colloquium	_____ Practicum	_____ Research
				_____ Residency
	_____ Seminar	_____ Studio	_____ Other – Please explain: _____	
f.	Identify a grading system: <input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail		
g.	Number of credits: <u>3</u>			
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours: _____			
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin:	<u>The course will prepare rehabilitation counselors and other human service providers to become knowledgeable in group and family techniques and practices related to disability.</u>		
j.	Prerequisites, if any:	<u>Admissions to the rehabilitation counseling or other human services program, and have counseling theories and techniques course, and consent of instructor.</u>		
k.	Will this course also be offered through Distance Learning?	YES <sup>4</sup> <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
<b>4. Frequency of Course Offering.</b>				

<sup>1</sup> Courses are typically made effective for the semester following approval. No course will be made effective until all approvals are received.

<sup>2</sup> The chair of the cross-listing department must sign off on the Signature Routing Log.

<sup>3</sup> In general, undergraduate courses are developed on the principle that one semester hour of credit represents one hour of classroom meeting per week for a semester, exclusive of any laboratory meeting. Laboratory meeting, generally, represents at least two hours per week for a semester for one credit hour. (from SR 5.2.1)

<sup>4</sup> You must *also* submit the Distance Learning Form in order for the proposed course to be considered for DL delivery.

## REQUEST FOR NEW COURSE

<b>a.</b>	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input checked="" type="checkbox"/> Spring	<input type="checkbox"/> Summer
<b>b.</b>	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>5.</b>	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If NO, explain: _____			
<b>6.</b>	What enrollment (per section per semester) may reasonably be expected?	<u>10-15</u>		
<b>7.</b>	<b>Anticipated Student Demand.</b>			
<b>a.</b>	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
<b>b.</b>	Will it be of interest to a significant number of students outside the degree pgm?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, explain: _____			
<b>8.</b>	<b>Check the category most applicable to this course:</b>			
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere			
	<input type="checkbox"/> Relatively New – Now Being Widely Established			
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities			
<b>9.</b>	<b>Course Relationship to Program(s).</b>			
<b>a.</b>	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, name the proposed new program: _____			
<b>b.</b>	Will this course be a new requirement <sup>5</sup> for ANY program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	
	If YES <sup>5</sup> , list affected programs: _____			
<b>10.</b>	<b>Information to be Placed on Syllabus.</b>			
<b>a.</b>	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES, the <i>differentiation for undergraduate and graduate students must be included</i> in the information required in <b>10.b.</b> You must include: (i) identification of additional assignments by the graduate students; and/or (ii) establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)			
<b>b.</b>	<input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500-level grading differentiation if applicable, from <b>10.a</b> above) are attached.			

<sup>5</sup> In order to change a program, a program change form must also be submitted.

# REQUEST FOR NEW COURSE

## Signature Routing Log

**General Information:**

Course Prefix and Number: 670

Proposal Contact Person Name: Ralph Crystal Phone: 257-3834 Email: crystal@uky.edu

**INSTRUCTIONS:**

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

**Internal College Approvals and Course Cross-listing Approvals:**

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
RDSAC	9/1/09	Debra Harley 17-7191 dharL@emal	Debra Harley
Courses & Curricula	10/29/09	Jeff Reese 7-4909 jeff.reese@uky.edu	Jeff Reese
College of Education	11/10/09	Deborah Slaton 7-9795 debbrah.slaton@uky.edu	Deborah Slaton
		/ /	
		/ /	

**External-to-College Approvals:**

Council	Date Approved	Signature	Approval of Revision <sup>6</sup>
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

<sup>6</sup> Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising council.

# GROUP AND FAMILY COUNSELING IN REHABILITATION COUNSELING

RC 670 (3 hours)

Spring 2010

Campus Course

Instructor:

Malachy Bishop, PhD, CRC  
224 Taylor Education Building  
Phone: (859) 257-4291  
Fax: (859) 257-3835  
Email: mbishop@uky.edu

## 1. Required Texts

Capuzzi, D., & Gross, D.R., & Stauffer, M.D. (2006). Introduction to Group Work (4th edition). Denver, CO: Love Publishers  
Gladding, S.T. (2007). Family Therapy: History, theory, and practice (4th edition). Upper Saddle River, NJ: Pearson.

Additional readings will be assigned in class.

## 2. Course Description

This course is designed to prepare rehabilitation counselors and other human service providers to become knowledgeable of counseling theory and skilled in group and family counseling techniques, with a focus on concerns related to disability and rehabilitation counseling. The course will cover the history of both group and family counseling, related counseling theories, elements of leadership in group counseling, family life cycle and models of healthy and unhealthy characteristics of families, culturally diverse perspectives of counseling, and ethical, legal, and professional issues. Students will gain practical experience with group counseling leadership and participation.

## 3. Course Objectives:

This course complies with Council on Rehabilitation Education accreditation standards and course content primarily addresses standard C.6 Group Work, but also C.1 Professional Identity, C.2 Social and Cultural Diversity Issues, C.5 Counseling and Consultation. Learning Outcomes and Objectives include:

- C.1.1 practice rehabilitation counseling in a legal and ethical manner, adhering to the scope of practice for the profession;
- C1.4 apply in one's practice, the laws and ethical standards affecting rehabilitation counseling in problem solving and ethical decision-making;
- C.1.5 integrate into practice an awareness of societal issues, trends, public policies and developments as they relate to rehabilitation;
- C.2.1 practice rehabilitation counseling in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues, that affect adjustment and attitudes of both individuals with disabilities and professional service

providers;

C.2.2 utilize in one's practice an understanding of family systems and the impact of the family on the rehabilitation process;

C.2.3 articulate an understanding of the dynamics, issues, and trends of the social system in which the individual lives;

C.2.4 practice in a manner that shows an understanding of the environmental and attitudinal barriers to individuals with disabilities;

C.2.5 understand individuals' cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice;

C.2.7 apply psychological and social theory to develop strategies for rehabilitation intervention;

C.2.8 develop strategies for self-awareness and self-development that will support sensitivity to diversity issues; and

C.2.9 articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, age, gender, sexual orientation, and socio-economic status in groups, family, and societal level

C.5.2 Develop and maintain a counseling relationship with consumers;

C.5.4 assist the consumer with crisis resolution;

C.5.5 facilitate the consumer's decision making and personal responsibility in a manner consistent with the individual's culture and beliefs;

C.5.6 recommend strategies to assist the consumer in solving identified problems that may impede the rehabilitation process;

C.5.9 assist the consumer in developing acceptable work behavior;

C.5.10 adjust counseling approaches or styles to meet the needs of individual consumers;

C.5.11 terminate counseling relationships with consumers in a manner that enhances their ability to function independently;

C.5.12 recognize consumers who demonstrate psychological problems (e.g., depression, suicidal ideation) and refer when appropriate;

C.5.14 assist consumers in modifying their lifestyles to accommodate individual functional limitations; and

C.5.15 assist consumers so to successfully deal with situations involving conflict resolution and behavior management.

## C.6 GROUP WORK

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.

#### 4. Assignments

The requirements and the percentage of the final grade that each requirement represents are as follows:

##### A. Class Participation

Students are expected to actively contribute to class discussion and activities. Asking questions and raising concerns are important parts of this class and contribute to all our learning. To achieve full credit students must be actively contributing to the class each week. Students are expected to complete class readings and assignments, and participate in class discussions and exercises. NOTE: some class exercises may require students to reveal personal information. This will be done on a voluntary basis and level of disclosure will not be part of the grade.

##### B. Exams

There will be two exams for this course- one at mid-term and one at the end of the semester. These exams will be in multiple choice and short-answer format.

##### C. Journal Article Reviews DUE (2 each) 2/23, 3/9, 3/23, 4/20

Students will identify, read, and review 8 journal articles related to group counseling and family counseling. These reviews are to be one page in length, single spaced, and include the following elements: (1) an APA style formatted article reference at the top of the page, (2) a brief (1 paragraph) summary of the article content, and (3) a personal evaluation of the article's relevance to rehabilitation counseling with groups/families.

##### D. Group Proposal Project DUE 4/27

- Students will prepare and submit an 8-10 page paper proposing the development of a rehabilitation counseling group, following these guidelines:
  - Select a theme and identify the specific purpose for the group
  - Identify the members of the group (e.g., military veterans with a TBI, VR participants, people with a specific chronic illness or disability)
  - Summarize the probable needs and issues specific to the group members (based on review of literature, personal experience)
  - Discuss pre-screening and interviewing process for group members
  - Identify some possible challenges and pitfalls, and possibilities of leading this group
  - Select (or create) and describe three exercises or learning activities for use in this group that relate to group content and format. These exercises may be designed to teach and inform, examine and reflect, or both.
  - Discuss the details of developing the group, for example, what type, how large, will you work alone or with a co-leader, the facility, how frequently you'll meet, open or closed group, etc?
  - Discuss how you will evaluate the group

E. Visiting/Participating in Groups DUE by 4/20 (may turn in at any time)

Students will attend at least one session/meeting of two different groups external to this course during the semester. The student is responsible for identifying the group, but must have the groups approved by the instructor before participating. The groups may be educational, support, job club, or other format or type described in this course. For credit assignment, students will turn in a 1-2 page single-spaced report of their experience, describing the type of group attended, their expectations, experiences, and observations of the group meeting. Confidentiality of the visited group's membership is required.

Graded Assignments:

The course requirements and their percentage of the total grade are distributed as follows:

Class Participation	5%
Article Review Assignments	15%
Group Proposal Paper	25%
Midterm Exam	20%
Group Visits	15%
<u>Final Exam</u>	<u>20%</u>
TOTAL	100%

Final Grade

Your final grade will be determined on the basis of the weights for each assignment multiplied by your grade for that assignment. This will be translated into a letter grade (A, B, C, E) as follows. These are the minimums required to achieve each grade:

- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D (Graduate students can not receive a D grade)
- Below 60 = E - Failure

Paper Format: Unless otherwise noted, papers must be typewritten, proofread, double-spaced, and are expected to show evidence of clear thought. Do not use binders or folders for papers. Make a copy for your records. Papers may be delivered in class or e-mailed as a word document attachment to the instructor.

NOTE: Plan ahead so that your papers and assignments will be turned in ON TIME in quality fashion. Late papers and assignments will be subject to lowering the overall grade. Specifically, for each day late the grade on the paper or assignment will be reduced by 5 points. References as appropriate should be in the style of the American Psychological Association style manual (5<sup>th</sup> edition).

Other Course-Related Information:

1. ATTENDANCE IS MANDATORY.



Students must be present for each class meeting. A student's physical presence in the classroom is a prerequisite for active learning to occur. If an absence is unavoidable, the student is *responsible for advising the instructor beforehand*. If this is not possible, and the student's absence is an excusable absence, the student is responsible for discussing this with the instructor, and may be asked for written verification. Acceptable reasons for excused absences are listed in Student Rights and Responsibilities (5.2.4.2). *Each unexcused absence will result in the loss of 1/2 a letter grade.*

2. Required Readings: All readings for this course have been carefully selected to provide you with important and current information on the topics covered. Guest lecturers may also assign readings or assignments prior to their presentation. Students are required to complete all required readings before attending class in order to fully participate and understand the concepts/topics currently under study.

3. All assignments are to be completed independently. Please give credit in your written work to all sources. All students are expected to conduct themselves in accordance with the standards published in the *University of Kentucky, Students Rights and Responsibilities* handbook. Students are responsible for obtaining a copy of the handbook and reviewing its contents. If an instance of cheating or plagiarism is detected, the instructor is obligated to follow disciplinary procedures described in the handbook cited above. All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, etc. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

4. No audible pagers or cellular telephones are allowed. Taking telephone calls, texting, and other electronic communication during class time is disruptive and disrespectful and will not be allowed.

5. Accommodation: All university instructors are required to make reasonable accommodations for physical and/or learning disabilities that could inhibit student academic success. Any student requesting such an accommodation must bring certification from the Disability Resource Center. The Disability Resource Center certifies the need for and specifies the particular type of such accommodations on a student-by-student basis. Contact Mr. Jake Karnes, 257-2754 for more information, or visit the Disability Resource Center web page at: [www.uky.edu/StudentAffairs/DisabilityResourceCenter/](http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/).

#### Office Hours

I am most willing to meet with students at arranged times convenient to your schedules. I will be happy to meet with students by appointment. You can also e-mail questions or comments to me at [mbishop@uky.edu](mailto:mbishop@uky.edu)

COURSE SCHEDULE

WEEK	TOPIC	ASSIGNMENTS:
1	Introduction and Review of Syllabus History of group counseling	
2	Types of Groups Ethical and Legal Issues Group counseling in Rehabilitation Counseling	CGS 1, 5 & 7
3	Stages of Group Development and Effective Leadership	CGS 2 & 3
4	Group Development, Maintenance, & Evaluation	CGS 6 & 8
5	Group Counseling Theory	CGS 4
6	Task and Psychoeducational Groups	CGS 9,10, & 14
7	Therapeutic and Mental Health Groups	CGS 11 & 13
8	MIDTERM	
9	Rationale & History of Family Counseling	Gladding 1,2,3
10	Life Cycles and Development Healthy and Unhealthy Characteristics of Families	
11	The Process of Family Therapy Ethical, Legal, and Professional Issues	Gladding 4 & 16
12	Theories of Family Counseling	Gladding 5-11
13	Theories of Family Counseling	
14	Theories of Family Counseling	
15	Special Populations Group Presentations	Gladding 12-15
16	Final Exam	

## Distance Learning Form

This form must accompany every submission of a new/change course form that requests distance learning delivery. This form may be required when changing a course already approved for DL delivery. **All fields are required!**

**Introduction/Definition:** For the purposes of the Commission on Colleges Southern Association of Colleges and Schools accreditation review, *distance learning* is defined as a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance learning (DL) course may employ correspondence study, or audio, video, or computer technologies.

A number of specific requirements are listed for DL courses. **The department proposing the change in delivery method is responsible for ensuring that the requirements below are satisfied at the individual course level.** It is the responsibility of the instructor to have read and understood the university-level assurances regarding an equivalent experience for students utilizing DL (available at <http://www.uky.edu/USC/New/forms.htm>).

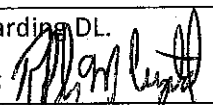
Course Number and Prefix: RC 670	Date: 9/17/09
Instructor Name: Ralph M. Crystal	Instructor Email: crystal@uky.edu
Check the method below that best reflects how the majority of course of the course content will be delivered.	
Internet/Web-based <input checked="" type="checkbox"/>	Interactive Video <input type="checkbox"/>
	Hybrid <input type="checkbox"/>

<b>Curriculum and Instruction</b>	
1.	How does this course provide for timely and appropriate interaction between students and faculty and among students? Does the course syllabus conform to University Senate Syllabus Guidelines, specifically the Distance Learning Considerations?  Email and discussion boards and discussion groups will be used. The course conforms to state DL guidelines.
2.	How do you ensure that the experience for a DL student is comparable to that of a classroom-based student's experience? Aspects to explore: textbooks, course goals, assessment of student learning outcomes, etc.  Text books, course materials, goals, learner outcomes, assessments and exams, discussions and questions.
3.	How is the integrity of student work ensured? Please speak to aspects such as password-protected course portals, proctors for exams at interactive video sites; academic offense policy; etc.  The course is password protected. A unique code will be assigned to each student at the time of exam submission.
4.	Will offering this course via DL result in at least 25% or at least 50%* (based on total credit hours required for completion) of a degree program being offered via any form of DL, as defined above? NO  If yes, which percentage, and which program(s)?  *As a general rule, if approval of a course for DL delivery results in 50% or more of a program being delivered through DL, the effective date of the course's DL delivery will be six months from the date of approval.
5.	How are students taking the course via DL assured of equivalent access to student services, similar to that of a student taking the class in a traditional classroom setting?  See#3 above. The test, course material, exam, discussion questions, outcomes are the same.
<b>Library and Learning Resources</b>	
6.	How do course requirements ensure that students make appropriate use of learning resources?

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

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	Students have full access to library materials.
7.	<p>Please explain specifically how access is provided to laboratories, facilities, and equipment appropriate to the course or program.</p> <p>No additional laboratories, facilities, or equipment are required.</p>
<b>Student Services</b>	
8.	<p>How are students informed of procedures for resolving technical complaints? Does the syllabus list the entities available to offer technical help with the delivery and/or receipt of the course, such as the Teaching and Academic Support Center (<a href="http://www.uky.edu/TASC/index.php">http://www.uky.edu/TASC/index.php</a>) and the Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>)?</p> <p>Yes, but TASC does not provide technical support to students. The course instructor and the IT Help Desk will provide support.</p>
9.	<p>Will the course be delivered via services available through the Teaching and Academic Support Center?</p> <p>Yes <input checked="" type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>If no, explain how students enrolled in DL courses are able to use the technology employed, as well as how students will be provided with assistance in using said technology.</p>
10.	<p>Does the syllabus contain all the required components, below? <input checked="" type="checkbox"/> Yes</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructor's <i>virtual</i> office hours, if any.</li> <li><input type="checkbox"/> The technological requirements for the course.</li> <li><input type="checkbox"/> Contact information for TASC (<a href="http://www.uky.edu/TASC/">http://www.uky.edu/TASC/</a>; 859-257-8272) and Information Technology Customer Service Center (<a href="http://www.uky.edu/UKIT/">http://www.uky.edu/UKIT/</a>; 859-257-1300).</li> <li><input type="checkbox"/> Procedure for resolving technical complaints.</li> <li><input type="checkbox"/> Preferred method for reaching instructor, e.g. email, phone, text message.</li> <li><input type="checkbox"/> Maximum timeframe for responding to student communications.</li> <li><input type="checkbox"/> Language pertaining academic accommodations:             <ul style="list-style-type: none"> <li>o "If you have a documented disability that requires academic accommodations in this course, please make your request to the University Disability Resource Center. The Center will require current disability documentation. When accommodations are approved, the Center will provide me with a Letter of Accommodation which details the recommended accommodations. Contact the Disability Resource Center, Jake Karnes, Director at 859-257-2754 or <a href="mailto:jkarnes@email.uky.edu">jkarnes@email.uky.edu</a>."</li> </ul> </li> <li><input type="checkbox"/> Information on Distance Learning Library Services (<a href="http://www.uky.edu/Libraries/DLLS">http://www.uky.edu/Libraries/DLLS</a>)             <ul style="list-style-type: none"> <li>o Carla Cantagallo, DL Librarian</li> <li>o Local phone number: 859 257-0500, ext. 2171; long-distance phone number: (800) 828-0439 (option #6)</li> <li>o Email: <a href="mailto:dllservice@email.uky.edu">dllservice@email.uky.edu</a></li> <li>o DL Interlibrary Loan Service: <a href="http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16">http://www.uky.edu/Libraries/libpage.php?lweb_id=253&amp;llib_id=16</a></li> </ul> </li> </ul>
11.	<p>I, the instructor of record, have read and understood all of the university-level statements regarding DL.</p> <p>Instructor Name: Ralph M. Crystal</p> <p style="text-align: right;">Instructor Signature: </p>

Abbreviations: TASC = Teaching and Academic Support Center DL = distance learning DLP = Distance Learning Programs

# GROUP AND FAMILY COUNSELING IN REHABILITATION COUNSELING

RC 670 (3 hours)

Spring 2010

Distance Learning Course

Instructor:

Ralph M. Crystal, PhD, CRC  
224 Taylor Education Building  
Phone: (859) 257-4291  
Fax: (859) 257-3835  
Email: crystal@uky.edu

## 1. Required Texts

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## 2. Course Description

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## 3. Course Objectives:

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- C.1.1 practice rehabilitation counseling in a legal and ethical manner, adhering to the scope of practice for the profession;
- C1.4 apply in one's practice, the laws and ethical standards affecting rehabilitation counseling in problem solving and ethical decision-making;
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- C.2.1 practice rehabilitation counseling in a manner that reflects an understanding of psychosocial influences, cultural beliefs and values, and diversity issues, that affect adjustment and attitudes of both individuals with disabilities and professional service

providers;

- C.2.2 utilize in one's practice an understanding of family systems and the impact of the family on the rehabilitation process;
- C.2.3 articulate an understanding of the dynamics, issues, and trends of the social system in which the individual lives;
- C.2.4 practice in a manner that shows an understanding of the environmental and attitudinal barriers to individuals with disabilities;
- C.2.5 understand individuals' cultural, gender, sexual orientation, aging, and disability differences and integrate this knowledge into practice;
- C.2.7 apply psychological and social theory to develop strategies for rehabilitation intervention;
- C.2.8 develop strategies for self-awareness and self-development that will support sensitivity to diversity issues; and
- C.2.9 articulate an understanding of the role of ethnic/racial and other diversity characteristics such as spirituality and religion, age, gender, sexual orientation, and socio-economic status in groups, family, and societal level

C.5.2 Develop and maintain a counseling relationship with consumers;

C.5.4 assist the consumer with crisis resolution;

C.5.5 facilitate the consumer's decision making and personal responsibility in a manner consistent with the individual's culture and beliefs;

C.5.6 recommend strategies to assist the consumer in solving identified problems that may impede the rehabilitation process;

C.5.9 assist the consumer in developing acceptable work behavior;

C.5.10 adjust counseling approaches or styles to meet the needs of individual consumers;

C.5.11 terminate counseling relationships with consumers in a manner that enhances their ability to function independently;

C.5.12 recognize consumers who demonstrate psychological problems (e.g., depression, suicidal ideation) and refer when appropriate;

C.5.14 assist consumers in modifying their lifestyles to accommodate individual functional limitations; and

C.5.15 assist consumers so to successfully deal with situations involving conflict resolution and behavior management.

## C.6 GROUP WORK

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.

#### 4. Assignments

The requirements and the percentage of the final grade that each requirement represents are as follows:

##### A. Class Participation

Students are expected to actively contribute to class discussion and activities. Asking questions and raising concerns are important parts of this class and contribute to all our learning. To achieve full credit students must be actively contributing to the class each week. Students are expected to complete class readings and assignments, and participate in class discussions and exercises. NOTE: some class exercises may require students to reveal personal information. This will be done on a voluntary basis and level of disclosure will not be part of the grade.

##### B. Exams

There will be two exams for this course- one at mid-term and one at the end of the semester. These exams will be in multiple choice and short-answer format.

##### C. Journal Article Reviews DUE (2 each) 2/23, 3/9, 3/23, 4/20

Students will identify, read, and review 8 journal articles related to group counseling and family counseling. These reviews are to be one page in length, single spaced, and include the following elements: (1) an APA style formatted article reference at the top of the page, (2) a brief (1 paragraph) summary of the article content, and (3) a personal evaluation of the article's relevance to rehabilitation counseling with groups/families.

##### D. Group Proposal Project DUE 4/27

- Students will prepare and submit an 8-10 page paper proposing the development of a rehabilitation counseling group, following these guidelines:
  - Select a theme and identify the specific purpose for the group
  - Identify the members of the group (e.g., military veterans with a TBI, VR participants, people with a specific chronic illness or disability)
  - Summarize the probable needs and issues specific to the group members (based on review of literature, personal experience)
  - Discuss pre-screening and interviewing process for group members

- Identify some possible challenges and pitfalls, and possibilities of leading this group
- Select (or create) and describe three exercises or learning activities for use in this group that relate to group content and format. These exercises may be designed to teach and inform, examine and reflect, or both.
- Discuss the details of developing the group, for example, what type, how large, will you work alone or with a co-leader, the facility, how frequently you'll meet, open or closed group, etc?
- Discuss how you will evaluate the group

E. Visiting/Participating in Groups DUE by 4/20 (may turn in at any time)

Students will attend at least one session/meeting of two different groups external to this course during the semester. The student is responsible for identifying the group, but must have the groups approved by the instructor before participating. The groups may be educational, support, job club, or other format or type described in this course. For credit assignment, students will turn in a 1-2 page single-spaced report of their experience, describing the type of group attended, their expectations, experiences, and observations of the group meeting. Confidentiality of the visited group's membership is required.

Graded Assignments:

The course requirements and their percentage of the total grade are distributed as follows:

Class Participation	5%
Article Review Assignments	15%
Group Proposal Paper	25%
Midterm Exam	20%
Group Visits	15%
<u>Final Exam</u>	<u>20%</u>
TOTAL	100%

Final Grade

Your final grade will be determined on the basis of the weights for each assignment multiplied by your grade for that assignment. This will be translated into a letter grade (A, B, C, E) as follows. These are the minimums required to achieve each grade:

90-100 = A

80-89 = B

70-79 = C

60-69 = D (Graduate students cannot receive a D grade)

Below 60 = E - Failure

Paper Format: Unless otherwise noted, papers must be typewritten, proofread, double-spaced, and are expected to show evidence of clear thought. Do not use binders or folders for papers.



Make a copy for your records. Papers may be delivered in class or e-mailed as a word document attachment to the instructor.

NOTE: Plan ahead so that your papers and assignments will be turned in ON TIME in quality fashion. Late papers and assignments will be subject to lowering the overall grade. Specifically, for each day late the grade on the paper or assignment will be reduced by 5 points. References as appropriate should be in the style of the American Psychological Association style manual (5<sup>th</sup> edition).

Other Course-Related Information:

1. ATTENDANCE IS MANDATORY.

Students must be present for each class meeting. A student's physical presence in the classroom is a prerequisite for active learning to occur. If an absence is unavoidable, the student is *responsible for advising the instructor beforehand*. If this is not possible, and the student's absence is an excusable absence, the student is responsible for discussing this with the instructor, and may be asked for written verification. Acceptable reasons for excused absences are listed in Student Rights and Responsibilities (5.2.4.2). *Each unexcused absence will result in the loss of 1/2 a letter grade.*

2. Required Readings:

All readings for this course have been carefully selected to provide you with important and current information on the topics covered. Guest lecturers may also assign readings or assignments prior to their presentation. Students are required to complete all required readings before attending class in order to fully participate and understand the concepts/topics currently under study.

3. All assignments are to be completed independently.

Please give credit in your written work to all sources. All students are expected to conduct themselves in accordance with the standards published in the *University of Kentucky, Students Rights and Responsibilities* handbook. Students are responsible for obtaining a copy of the handbook and reviewing its contents. If an instance of cheating or plagiarism is detected, the instructor is obligated to follow disciplinary procedures described in the handbook cited above. All academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording or anything else from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism. Plagiarism includes reproducing someone else's work, whether it be published article, chapter of a book, a paper from a friend or some file, etc. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work which a student submits as his/her own, whoever that other person may

be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

4. Accommodation: All university instructors are required to make reasonable accommodations for physical and/or learning disabilities that could inhibit student academic success. Any student requesting such an accommodation must bring certification from the Disability Resource Center. The Disability Resource Center certifies the need for and specifies the particular type of such accommodations on a student-by-student basis. Contact Mr. Jake Karnes, 257-2754 for more information, or visit the Disability Resource Center web page at:  
[www.uky.edu/StudentAffairs/DisabilityResourceCenter/](http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/).

#### Office Hours

I am most willing to meet with students at arranged times convenient to your schedules. I will be happy to meet with students by appointment, e-mail questions, comments to me at [crystal@uky.edu](mailto:crystal@uky.edu)

COURSE SCHEDULE

WEEK	TOPIC	ASSIGNMENTS:
1	Introduction and Review of Syllabus History of group counseling	
2	Types of Groups Ethical and Legal Issues Group counseling in Rehabilitation Counseling	CGS 1, 5 & 7
3	Stages of Group Development and Effective Leadership	CGS 2 & 3
4	Group Development, Maintenance, & Evaluation	CGS 6 & 8
5	Group Counseling Theory	CGS 4
6	Task and Psychoeducational Groups	CGS 9,10, & 14
7	Therapeutic and Mental Health Groups	CGS 11 & 13
8	MIDTERM	
9	Rationale & History of Family Counseling	Gladding 1,2,3
10	Life Cycles and Development Healthy and Unhealthy Characteristics of Families	
11	The Process of Family Therapy Ethical, Legal, and Professional Issues	Gladding 4 & 16
12	Theories of Family Counseling	Gladding 5-11
13	Theories of Family Counseling	
14	Theories of Family Counseling	
15	Special Populations Group Presentations	Gladding 12-15
16	Final Exam	

**Distance Learning Considerations**

1. Students can arrange an appointment for office hours, which can be held electronically, by web cam, email mail, or telephonically.
2. A computer and high speed internet connection is required. A web cam is desirable but not required.
3. Support is available through the Information Technology Customer service center at 859-257-1300 or [helpdesk@uky.edu](mailto:helpdesk@uky.edu).
4. Please contact me to assist with resolving technical complaints.
5. Students are encouraged to use email to contact me.
6. Emails will be responded to in no more than two business days.
7. Accommodation:

All university instructors are required to make reasonable accommodations for physical and/or learning disabilities that could inhibit student academic success. Any student requesting such an accommodation must bring certification from the Disability Resource Center. The Disability Resource Center certifies the need for and specifies the particular type of such accommodations on a student-by-student basis. Contact Mr. Jake Karnes, 257-2754 for more information, or visit the Disability Resource Center web page at: [www.uky.edu/StudentAffairs/DisabilityResourceCenter/](http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/).

8. Information on the Distance Learning Library service can be obtained by contacting Carla Cantagallo the DL Librarian at 859-257-0500 ext. 2171 or 800- 828-0439, option 6

Email: [dllservice@email.uky.edu](mailto:dllservice@email.uky.edu)

9. The DL Interlibrary Loan service can be found at:

[http://www.uky.edu/Libraries/libpage.php?lweb\\_id=253&llib\\_id=16](http://www.uky.edu/Libraries/libpage.php?lweb_id=253&llib_id=16)