

Tompkins Cortland Community College

Master Course Syllabus

Course Discipline and Number: CDSC 210

Year: 2022-2023

Course Title: Group Counseling: Theory and Practice

Credit Hours: 3

I. Course Description: This is one of four theory courses in the Chemical Dependence A.A.S. and Certificate programs. The course is devoted to group theory and interventions with chemically dependent individuals. A variety of theoretical perspectives and empirically supported approaches are reviewed. Techniques for assessment, treatment, and care coordination are discussed. This course includes material on special populations, best practices, and relapse issues. Prerequisites: ENGL 101. Prior completion of, or concurrent enrollment in, CDSC 101 is required. 3 Cr. (3 Lec.). Spring semesters

II. Additional Course Information:

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| 1. Course utilizes lecture, interactive discussions, written assignments and video presentations. The Blackboard course shell is the resource/repository for course handouts, calendar of due dates, etc. |
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III. Student Learning Outcomes

Upon successful completion of this course, students will be able to:

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| 1. Articulate understanding of group theory/practice, and apply this knowledge to the development, implementation, and evaluation of chemical dependency counseling groups. |
| 2. Apply the principles of chemical dependency counseling to practice with groups. |
| 3. Describe various types of groups (therapeutic and support) used in the treatment of substance use disorders. |
| 4. Explain the role and responsibilities of a group facilitator and group dynamics in substance abuse settings. |
| 5. Discuss a variety of techniques and interventions, including evidence based strategies used in substance abuse disorder group settings, with attention to the needs of special populations. |
| 6. Describe the various stages of group process, and become familiar with strategies for intervention at each stage. |
| 7. Explain how to recruit for a group, manage membership issues, deal with conflict, and prepare for termination of services. |
| 8. Discuss individual differences in group communication, and the principles of cultural competency required for group situations. |
| 9. Educate group members on the use of addiction medications, and other recovery options and resources. |
| 10. Describe relapse, and recurrence of symptoms that may occur at various stages of recovery, and review relapse prevention strategies. |

IV. Tompkins Cortland General Education & SUNY Competency Goals

Critical thinking (Tompkins Cortland GE Goal; SUNY Competency)

Utilizing assigned readings, class discussions, and competency building exercises/written assignments students will develop increased awareness of group theory/practice, responsibilities of facilitators, types of groups, cultural competency, and group process. Students will be provided with opportunities to question existing biases, attitudes, and beliefs regarding diverse populations, and develop skills for culturally responsive practice. Students explore their own

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experiences as group members, and utilize this understanding to explore the nature of group participation and group dynamics. Students will be able to seek out new meanings and solutions generated from new ways of thinking.

☒ Social/Global Awareness

Utilizing assigned readings, class discussions, and written assignments, students are exposed to alternate values and perspectives. Students will participate in small group exercises and discussions to better acquaint them with the nature of group process and dynamics. Students will be challenged to think about and provide feedback to others in a group context, and to recognize the value of collaboration and cooperation. Students will be provided with opportunities to question existing biases, attitudes, and beliefs regarding diverse populations, and develop skills for culturally responsive practice. Students will be able to seek out new meanings and solutions generated from new ways of thinking.

☒ Information Management

Students will locate, evaluate, and synthesize information in completing the Group Participation assignment, 12 Step Reaction assignment, and Final Project. In doing these assignments, students will be expected to utilize basic level research and documentation skills.

This course does not address either of these Tompkins Cortland or SUNY General Education Goals.

V. Essential Topics/Themes

1. Group Theory and Practice
2. Stages of Group Process
3. SUD Groups
4. Group Dynamics
5. Cultural Competency
6. Group Management, Facilitation, and Conflict
7. Relapse Prevention

VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Discussions/Participation	10%
2. Group Participation Paper	20%
3. 12 Step Reaction Paper	20%
4. Quizzes	25%
5. Final Project: "Designing a Group" Paper	25%

VII. Texts – REQUIRED

1. Shulman, L. <i>Dynamics and Skills of Group Counseling</i> . Brooks/Cole, Cengage Learning, 2011.
2. SAMHSA Publication TIP 41 (2005) – <i>Substance Abuse Treatment: Group Therapy</i>

Editions listed are current as of date of syllabus. More recent editions may be used.

VIII. Bibliography of Supplemental Materials

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| 1. Yalom, Irvin D. & Leszcz, M. <i>Theory and Practice of Group Psychotherapy</i> . 5 th ed., Basic Books, 2005, New York, NY. |
| 2. Corey, Gerald. <i>Theory & Practice of Group Counseling</i> , 9 th ed., Brooks Cole (Cengage Learning), 2015. |
| 3. Schneider, Marianne, Corey, Gerald & Corey, Cindy. <i>Groups: Process & Practice</i> . 9 th ed., Brooks Cole (Cengage Learning), 2017. |

Editions listed are current as of date of syllabus. More recent editions may be used.

IX. Other Learning Resources

Audiovisual: HBO Addiction Series, HBO Documentary Films and NIDA/NIAA (2007). Jon Alpert & Susan Froemke, producers https://www.hbo.com/content/hboweb/en/documentaries/addiction/addiction.html

Electronic: SAMHSA Publication TIP 41 (2005) – <i>Substance Abuse Treatment: Group Therapy</i>

Other:

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

Academic Integrity: *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of his or her academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

Any written work submitted by a student must be his or her own. If the student uses the words or ideas of someone else, he or she must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.

Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.