

University of North Texas at Dallas
SPRING 2014
SYLLABUS

RHAB 4375.090 Addiction Counseling and Groups – 3 Credit Hours			
Department of	Counseling and Human Services	Division of	Education and Human Services
Instructor Name:	<i>Cynthia H. Spann, LCSW</i>		
Office Location:	<i>DAL 2, Room 305</i>		
Office Phone:	<i>214-356-4814</i>		
Email Address:	Cynthia.Spann@unt.edu		
Office Hours:	<i>Thursdays, 8:45 – 9:45AM; 1:00-2:00PM; and by appointment</i>		
Classroom Location:	<i>DAL 2, Room 337</i>		
Class Meeting Days & Times:	<i>Thursdays, 10:00 AM – 12:50 PM</i>		
Course Catalog Description:	This course promotes the understanding of principles and practice for the most common form of addictions treatment offered today. It explores methods of dealing with substance abuse issues in a group and offers opportunities to apply skills in the class setting. This course is designed to explore the concepts of group dynamics, group culture, the change process and stages of development. Students will be given the opportunity to practice leadership skills needed to facilitate effective group work in various settings. This course is a combination of didactic and experiential elements. There will be a focus on the stages in the evolution of groups.		
Prerequisites:	RHAB 4175		
Co-requisites:	NONE		
Required Text:	Corey, M. S., & Corey, G. (2010). <i>Groups: Process and Practice</i> (9 th ed.). Boston: Thomson Brooks/Cole. ISBN-13: 978-1-133-94546-8		
Recommended Text and References:	<ol style="list-style-type: none"> 1) Center for Substance Abuse Treatment. Substance Abuse Treatment: Group Therapy. Treatment Improvement Protocol (TIP) Series 41. DHHS Publication No. (SMA) 05-3991. Rockville, MD: Substance Abuse and Mental Health Services Administration, (SAMHSA) 2005. http://www.ncbi.nlm.nih.gov/books/NBK64220/pdf/TOC.pdf 2) Corey, M.S., Corey, G., Haynes, R. <i>Groups in Action</i>, Evolution and Challenges (2nd ed.). Belmont, CA: Brooks/Cole. (Workbook and DVD) ISBN:978-1-285-09506-6; eBook ISBN: 978-1-285-09512-7 <p>Other readings may also be assigned or distributed. Additional readings may be available on Blackboard</p>		
Note: E-books can be rented and/or purchased at: http://www.cengagebrain.com/shop/isbn/9781133945468			
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: http://www.unt.edu/unt-dallas/library.htm UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: 1012mgr@fhcg.follett.com		

Course Goals or Overview:

In keeping with the Core Values and Educational Themes of UNT Dallas, you will demonstrate Core Competencies during the course of the semester that meet the following learning goals:

- Critical thinking and problem-solving skills
- Open-mindedness (ability and willingness to embrace a global and diverse mindset)
- Computer literacy
- Ability to frame issues from multiple perspectives
- Sound written and verbal communication skills
- Ethical behavior

Learning Objectives/Outcomes: At the end of this course, the student will demonstrate an ability to:

1	Utilize effective verbal and nonverbal skills; active listening skills; proper group documentation skills; and cross cultural communication skills
2	Develop positive relationships and resolve conflicts during in-class lab sessions
3	Identify the different stages of group development and explain the characteristics of each of the respective stages
4	Examine the pros and cons of the co-leadership model in group work
5	Explain the different procedures for forming a group
6	Identify the professional codes of ethics applicable to group work
7	Identify the various types of groups and the purposes and functions of each type of group
8	Explore the impact of social, cultural and economic forces on the group process and demonstrate ability to manage diversity and cultural competence as part of their group presentation assignment and submission of a written paper.

Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class and on Blackboard.

TOPICS	TIMELINE
Week 1—Introduction to Course and to Group Work <ul style="list-style-type: none"> ■ Introductions and Ice Breakers ■ Course Overview ■ Review Syllabus ■ Discuss Ground Rules For A Safe Class ■ Complete Pre-Self-Inventory ■ Overview of Text Book and TIP 41 (SAMSHA) ■ Overview of Chapter 1- Introduction to Group Work 	01/16/2014
Week 2—Chapters 1 & 2 (Introduction to Group Work Continued) Due today: <ul style="list-style-type: none"> ■ Read Chapter 1 ■ Read TIP 41 - Chapters 1 & 2 	01/23/2014

<p>Week 3—Chapter 2 (The Group Counselor) Due today:</p> <ul style="list-style-type: none"> ■ Read Chapter 2 ■ TIP 41 – Chapter 6 – (Group Leadership, Concepts, and Techniques) ■ Tip 41 – Chapter 7 – Supervision & Training ■ Groups in Action – Challenges Facing Group Leaders ■ Individual Presentation: To Be Assigned 	<p>01/30/2014</p>
<p>Week 4—Chapter 3 (Ethical and Legal Issues in Group Counseling) Due today:</p> <ul style="list-style-type: none"> ■ Read Chapter 3 ■ Codes of Ethics for the Helping Professions—Review the ACA Code of Ethics, especially focus on the sections of codes pertaining to personal issues of counselors such as knowing self, therapy for therapists, impairment, and role of counselor’s values. ■ Groups in Action In-Class Activity – (Workbook - Page 59) ■ Article 1 – Due – Submit Online ■ Individual Presentation: To Be Assigned 	<p>02/06/2014</p>
<p>Week 5—Chapter 4 (Theories and Techniques of Group Counseling) Due today:</p> <ul style="list-style-type: none"> ■ Read Chapter 4 ■ Groups in Action – Theoretical Approaches ■ Review on-line assignment due next week ■ Class Activities ■ Individual Presentation: To Be Assigned 	<p>02/13/2014</p>
<p>Week 6 - On-Line (Complete Assignments) Due today: On-Line Assignment #1</p>	<p>02/20/2014 No face-to-face class; conduct interviews for on-line assignment</p>
<p>Week 7—Chapter 5 (Forming a Group) Chapter 6 (Initial Stage of a Group)</p> <ul style="list-style-type: none"> ■ Due today: ■ Read Chapter 5 ■ Read TIP 41 – Chapter 3 – (Criteria for the Placement of Clients in Groups) ■ Groups in Action – Forming a Group & The Initial Stage ■ Individual Presentation: To Be Assigned ■ Review Material for Mid-Term Exam 	<p>02/27/2014</p>

<p>Week 8— Group Development and Phase-Specific Tasks Due today:</p> <ul style="list-style-type: none"> ■ Mid-Term Exam: (Chapters 1- 5 and related chapters of TIP 41) ■ Individual Presentations: To Be Assigned ■ Read Chapter 6 (Initial Stage of a Group) ■ Read TIP 41 – Chapter 4 – (Group Development and Phase-Specific Tasks) 	03/06/2014
SPRING BREAK	
<p>Week 9—Chapter 7 – (Transition Stage of a Group) Due today:</p> <ul style="list-style-type: none"> ■ Review of Mid-Term Exam ■ Read Chapter 7 ■ Groups in Action – Transition Stage ■ Individual Presentation: To Be Assigned 	03/20/2014
<p>Week 10—Chapter 8 (Working Stage of a Group) and Chapter 9 (Final Stage of a Group) Due today:</p> <ul style="list-style-type: none"> ■ Read Chapters 8 & 9 ■ Groups in Action – Working Stage and Final Stage ■ Individual Presentation: To Be Assigned 	03/27/2014
<p>Week 11— NO Face-to-Face Class Due today:</p> <ul style="list-style-type: none"> ■ Read TIP 41 – Chapter 5 (Stages of Treatment) ■ Work on Group Presentations ■ Get Group Proposals reviewed by an experienced Group Facilitator 	04/03/2014 No face-to-face class
<p>Week 12—Chapter 10 (Groups in School Settings) Due today:</p> <ul style="list-style-type: none"> ■ Read Chapter 10 ■ Article 2 Due - Submit on-line <p>Group Proposal Presentations: To Be Assigned</p>	04/10/2014
<p>Week 13 – Chapter 11 (Groups in Community Settings) Due today:</p> <ul style="list-style-type: none"> ■ Read Chapter 11 ■ Codes of Ethics for the Helping Professions—Read ASGW Best Practice Guidelines, Professional Standards for Training of Group Workers, and Principles for Diversity-Competent Group Workers. (available on-line) <p>Group Proposal Presentations: To Be Assigned</p>	04/17/2014

Week 14—Course Evaluation and Final Presentations Due today: <ul style="list-style-type: none"> ■ Individual Presentations: To Be Assigned ■ Complete Post-Self-Inventory and reflect on growth and development ■ Explore and discuss major self-reflections based on material learned in this course ■ Review for Final Exam 	04/24/2014
Week 15—On-Line (Complete Assignments) <ul style="list-style-type: none"> ■ On-line assignment to be determined and posted on Blackboard LEARN ■ Study for Final Exam 	05/01/2014 No face-to-face class; submit on-line assignments
Week 16 - Final Exam	05/08/2014

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course:

Exams – *written tests designed to measure knowledge of presented course material*

Assignments – *written assignments designed to supplement and reinforce course material*

Professional Article Reviews – *written papers designed to apply knowledge through critical thinking and evaluation; research; application of key ideas and themes to practical situations; independent judgment; organization, and insights into group processes*

Individual and Group Proposals and Presentations – *designed to practice designing a group.*

Class Participation – *punctual attendance and active participation in class/group discussions are required*

Grading Matrix:

Instrument	Value (points or percentages)	Total
On-Line Assignments	2 assignments at 50 points each	100
Mid-Term Exam	200	200
Article Reviews	2 papers at 100 points each	200
Group Proposals & Presentations	100	100
Individual Presentation	80	80
Attendance & Class Participation	120	120
Final Exam	200	200
Total:		1000

Grade Determination:

A = 900 – 1000 pts; i.e. 90% or better

B = 800 – 899 pts; i.e. 80 – 89 %

C = 700 – 799 pts; i.e. 70 – 79 %

D = 600 – 699 pts; i.e. 60 – 69 %

F = 599 pts or below; i.e. less than 60%

Explanation of Assignments

On-Line Assignment I – Contact an individual or an agency that facilitates Addiction Counseling Groups. Interview one of the group facilitators/therapists about his/her responsibilities. Do they use co-facilitators? What are some strategies that they use for making sure that all group members fully participate in the group? What challenges do they typically face from participants and how do they handle them? What are some ethical and legal issues that they have faced as group leaders, if any? How have these issues been addressed? What advice would they give you as a new group facilitator? Ask additional questions of interest to you. **All papers must be double-spaced with 1 inch margins on each side as well as at the top and bottom of each page and should follow APA format. Please use Times New Roman 12 point font and number your pages. Submit Online.** (Indicate who you interviewed and where he/she practices.) **Be sure to schedule your interview in time to complete the assignment and submit it on or before February 20, 2014.** You may use our regularly-scheduled class time on February 20, 2014 to conduct the interviews if you need to do so; but remember that **the written assignment is due by 11:59 p.m.**

On-Line Assignment II – The specifics of your second on-line assignment will be provided via Blackboard LEARN on or before May 1, 2014 (which will also be the due-date).

Article Reviews (2) – Select an article related to Chemical Dependency or Addictions **and** Group Work. **The article must be from a professional or scholarly counseling journal.** A short list of options includes: Specialists in Group Work, ACA Journal, Group Dynamics, Professional Counselor, Journal of Psychology, Journal of Counseling Psychology, Journal of Social Work, etc. **Do NOT USE Internet-based articles** that are not from peer-reviewed journals! These are not scholarly, nor credible. If you have a question about an article and journal please ask!

In your evaluation, explicitly address these questions:

- a) What was the reason for and purpose of the article?
- b) Is the article relevant to group counseling and/or chemical dependency counseling?
- c) What were the weaknesses in the article, such as were the methods problematic, were the authors limited in their thinking, etc.?
- d) What questions were answered for you regarding group counseling skills?
- e) What did you learn and how would you use the information to enhance your skills?
- f) How could this material enhance your knowledge of group work in chemical dependency counseling and skills as a group leader?
- g) How would you apply this material, realistically in group practice?
- h) What is your conclusion about this material and how it fits with the textbook and your class experiences? (Make a personal connection between this article and your other learning. Provide at least three examples of how course work connected to the assignment.)

All papers must be double-spaced with 1 inch margins on each side as well as at the top and bottom of each page and should follow APA format. Please use Times New Roman 12 point font and number your pages. (**Assignment should be 3-5 pages excluding the cover and reference pages.**) Assignments and reports that do not conform to these standards will be returned to the student for corrections and graded as late. **Paper must be coherent, contain logic and orderly flow. Your papers are expected to be free of spelling and grammatical errors! A grading rubric has been provided.**

Attach a copy of the article copy and submit it with your paper.

Group Proposal and Presentation - Select one of the group topics listed below as a model for a group you would be interested in forming. (You may select another topic if it is pre-approved.) Work collaboratively with your team to come up with a specific proposal. Review the proposals in your text to help guide the design of your group:

- High school girls' self-esteem group
- Elementary or Middle school anger management group
- High school group for eating disorders
- An HIV/AIDs support group for children whose parents have been diagnosed
- Elementary school boys group for bullying
- Adult Bereavement Support Group
- Adolescent Chemical Dependency Group
- Adult Addiction Group

In outline form, with some brief description, develop a proposal of a group. Actually take your group proposal to an agency or group therapist for feedback and reactions. Include the feedback you receive in your proposal. Be sure to show how you'd screen, select, and orient members; outline the practical considerations in setting up this group. You might have an outline of topics that may structure your group sessions, if this is appropriate. Discuss the rationale for your group and also how you would evaluate the outcomes. Review, but do not copy, the examples of the various group proposals in the textbook given in Chapters 10 and 11 for ideas for the structure of your proposal. Also, in Chapter 4, specific guidelines are addressed for developing a proposal for a group and for forming groups. This project is designed to help you clarify the nature of the group and procedures you may use. Be prepared to present your proposal to the class. A grading rubric will be provided.

Individual Presentation – Select a topic that interests you from the list of Chemical Dependency Treatment Groups (to be provided). Prepare a class presentation that provides comprehensive information about that type of group. The following items are the main criteria for completing your presentation successfully and competently:

- Engage class for 20 minutes.
- Provide the history of the group topic on which you are presenting (who, what, where, when), the purpose (why), effectiveness and usefulness of the group.
- Provide an example of the group's use in the real world.
- Incorporate visual aids; demonstrate creativity and engage your classmates in hands-on activities.
- Evaluate the topic presented; what is the purpose of this type of group; what are the strengths and weaknesses of this type of group process; what is the comparison and contrast to other groups addressing the topic; would you use this particular group process to address a different problem with a group of clients? Why or why not?

- Offer classmates chances to ask questions and participate.

Attendance & Class Participation – Since this class relies on your active participation, it is imperative that you come to class, be prepared, and stay throughout the duration of the class period. Excluding the first day of class, the two on-line sessions, and the last day of class – the final exam, there are 12 class sessions. Attendance and participation for the full class will be worth up to 10 points. If you leave prior to the end of the class, you can only receive up to 5 points for that session. All of the class activities are designed to include full participation of the class so don't expect to be excluded from class discussions.

Mid-Term Exam – to be administered during class on March 6, 2014 (the week prior to Spring Break)

Final Exam – to be administered during class on May 8, 2014 (or according to the official Final Exam schedule)

University Policies and Procedures

Students with Disabilities (ADA Compliance):

The University of North Texas Dallas faculty is committed to complying with the Americans with Disabilities Act (ADA). Any student requesting academic accommodations based on a disability is required to register with Disability Services each semester. A letter of verification for approved accommodations can be obtained from this office. Please be sure the letter is delivered to me as early in the semester as possible. Disability Services is located in the Student Life Office in DAL2, Suite 200 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number is (972) 338-1775.

Student Evaluation of Teaching Effectiveness Policy:

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SETE to be an important part of your participation in this class.

Assignment Policy:

Late assignments will be penalized 10% each day for a maximum of 3 days. Late assignments will not be accepted after the third day unless there is a documented and approved emergency.

Exam Policy:

Exams should be taken as scheduled. No makeup examinations will be allowed except for documented emergencies (See Student Handbook).

Academic Integrity:

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of conduct and Academic Dishonesty policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Conduct at http://www.unt.edu/csrr/student_conduct/index.html for complete provisions of this code.

Bad Weather Policy:

On those days that present severe weather and driving conditions, a decision may be made to close the campus. In case of inclement weather, call UNT Dallas Campuses main voicemail number (972) 780-

3600 or search postings on the campus website www.unt.edu/dallas. Students are encouraged to update their Eagle Alert contact information, so they will receive this information automatically.

Attendance and Participation Policy:

The University attendance policy is in effect for this course. Class attendance and participation is expected because the class is designed as a shared learning experience and because essential information not in the textbook will be discussed in class. **The dynamic and intensive nature of this course makes it impossible for students to make-up or to receive credit for missed classes. There will be in-class exercises that will count towards your Class Participation scores.** Attendance and participation in all class meetings is essential to the integration of course material and your ability to demonstrate proficiency. Students are responsible to notify the instructor if they are missing class and for what reason. Students are also responsible to make up any work covered in class. It is recommended that each student coordinate with a student colleague to obtain a copy of the class notes, if they are absent.

Leaving Class Prior to Dismissal: Students who need to leave class prior to dismissal or break are requested to advise their faculty member before class, and to sit as close as possible to the door. This will avoid unnecessary classroom disruption or distraction. **Leaving class prior to dismissal will impact your grade for class participation and attendance.**

Diversity/Tolerance Policy: Students are encouraged to contribute their perspectives and insights to class discussions. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.

Blackboard LEARN

This course requires use of “Blackboard” for designated interactive processes. You are required to check announcements using “Blackboard” along with email correspondence, discussion board assignments, group assignments, written assignments, etc. Written assignments are to be submitted through Blackboard. There will be three (3) on-line classes during the course of the semester. Specific assignments will be announced in class and will also be posted on “Blackboard”.

Grade of Incomplete, “I”

A Grade of Incomplete can only be given during the last ¼ of semester. The student must have a passing grade to that point; have a justifiable reason for the request; and must have the approval of the Department Chair and/or Dean. The instructor must specify the work to be completed and the date by which it will be completed.

Classroom Policies:

- a) Disruptive behavior (e.g., chronic tardiness, classroom outbursts, and/or side-bar conversations) will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Center for Student Rights and Responsibilities as the instructor deems appropriate.
- b) Use of **cell phones** and **paggers** in the classroom is **prohibited** and will result in students being asked to leave class. In such case, no credit will be given for in-class assignments submitted during that class period. (If it is essential that you you’re your phones and paggers turned on, you must set them on mute.)
- c) **NO CHILDREN** are allowed to come to class with you. The presence of children in the classroom could present a liability for the university. Their presence might also prohibit the depth of

conversation that would otherwise take place in the classroom or might prohibit the use of audio visual materials that were scheduled for that class session.

- d) Electronic devices utilized in a learning context, such as laptops and language interpreters, may be permitted as approved by the instructor.*
- e) Material shared in class is to be maintained in confidence among the members of the group (although this cannot be guaranteed). Because some members of the class may choose to share personal information regarding themselves, family, or friends, all students are asked to keep what is said in the classroom in strict confidence and respect the feelings and beliefs of other class members. **Our classroom, our laboratory, is a safe space for nonjudgmental learning.***