

Cerro Coso College
Course Outline of Record Report
10/07/2021

ADSTC109X : Group Treatment

General Information

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Course Code (CB01) :	ADSTC109X
Course Title (CB02) :	Group Treatment
Department:	Allied Health
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2104.40) Alcohol and Controlled Substances
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	04/03/2020
Board of Trustees Approval Date:	05/07/2020
External Review Approval Date:	05/07/2020
Course Description:	This course introduces the major goals, stages, and processes of group counseling in addiction treatment programs. The role, responsibilities, and ethics of the group leader are emphasized along with strategies and techniques for facilitating group processes as a means of changing behavior. The factors involved in problems of communication, effective emotional responses, and personal growth are highlighted. Students practice and demonstrate competencies through group leadership participation as well as other measurable indicators.
Submission Type:	Creation of new class. The Human Services Advisory Committee and labor market data reflect the need for an addiction studies certificate and associate degree. No value
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	<ul style="list-style-type: none">• Counseling
Alternate Master Discipline Preferred:	<ul style="list-style-type: none">• Psychology• Sociology• Social Work
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Development Options

Basic Skills Status (CB08)	Course Special Class Status (CB13)
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Course is not a basic skills course.

Course is not a special class.

Grade Options

Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

- Letter Grade Methods

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

Allow Students To Audit Course

Course Support Course Status (CB26)

No value

Associated Programs

Course is part of a program (CB24)

Associated Program

Award Type

Active

Addiction Counseling Studies (In Development)

Certificate of Achievement

Fall 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Not transferable

Transferability Status

Not transferable

C-ID

Addiction Studies

Categories

C-ID discipline

Status

Approved

Approval Date

No value

Comparable Course

ADS 130X

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06) 3

Total Course In-Class (Contact Hours) 54

Total Course Out-of-Class Hours 108

Total Student Learning Hours 162

Faculty Load 0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks) 18

Hours per unit divisor 54

Course In-Class (Contact) Hours

Lecture 54

Laboratory 0

Activity 0

Total 54

Course Out-of-Class Hours

Lecture 108

Laboratory 0

Activity 0

Total 108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

Students are expected to read and comprehend college-level texts explaining complex research. In addition, they must critically analyze advanced scholarly articles for written assignments. Students are also expected to write papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. ENGL C101 level ensures students have the skills necessary for success in these requirements.

AND

Prerequisite

ADSTC101 - Introduction to Addiction Studies

ADST C109X requires knowledge and understanding of basic addiction and rehabilitation counseling techniques that are taught in ADST C101. These concepts and principles form a foundation to view and understand addictive behaviors and methods of intervention.

AND

Advisory

ADSTC106X - Law and Ethics in Addiction Counseling

ADST 106X provides legal and ethical information important to understand when working with groups.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Audiovisual
Rationale	Audiovisual skills demonstration.

Methods of Instruction	Case Study
Rationale	Analysis of case studies provides opportunities to apply skills.
Methods of Instruction	Group Work
Rationale	Soft skills practice done in groups during class time.
Methods of Instruction	Guest Lecturers
Rationale	Industry partners will discuss work experience.
Methods of Instruction	Instruction through examination or quizzing
Rationale	Students will demonstrate understanding through quizzes, midterm, and/or final examinations.
Methods of Instruction	Lecture
Rationale	PowerPoint presentations.
Methods of Instruction	Outside reading
Rationale	Assigned textbook readings.
Methods of Instruction	Presentations (by students)
Rationale	Individual and group presentations will be assigned to facilitate student comprehension.
Methods of Instruction	Written work
Rationale	Written assignments will be assigned to facilitate student comprehension.
Assignments	
- A. Assigned reading of texts and/or professional journals to inform paper and/or class presentation. B. Field research and interviews for class discussion, paper(s), and/or presentation(s). C. Library research in preparation for paper(s) and/or presentation(s). D. Film analysis of scenarios, assessments, crisis invention, and/or mandated reporting.	
Methods of Evaluation	Rationale
Tests	Quizzes and Tests on identification and description of basic concepts of the addiction counseling profession. Example: Which of the following is the final stage of treatment for groups? a. Identification of potential group members. b. Informed consent and signing of documents. c. Outcome analysis and group termination.

Homework	d. Goal setting. e. all of the above.
Research Paper	Oral and written case studies and scenario analyses. Example: Describe, select, and appropriately use strategies from accepted and culturally appropriate models for group counseling with clients with substance use disorders.
Distance Education Description: how outcomes are evaluated	Essays of written synthesis of considerations for problem solving when working with groups in the addiction counseling workplace. Example: Write a research paper outlining proper group formation including but not limited to: determining group type, purpose, size, and leadership; recruiting and selecting members; establishing group goals and clarifying behavioral ground rules for participating; identifying outcomes; and determining criteria and methods for termination or graduation from the group. The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course, both for on-ground and online classes, will be evaluated and assessed using a project, scored with a rubric, towards the end of the semester.

Equipment
None.

Textbooks				
Author	Title	Publisher	Date	ISBN
Velasquez, M., Crouch, C., Stephens, N., and DiClemente, C.	Group Treatment for Substance Abuse: A Stages of Change Therapy Model (2nd Ed.)	The Guilford Press	2016	978-1462523405

Other Instructional Materials	
Description	Open educational resources, as appropriate.
Author	No value
Citation	No value

Materials Fee
None.

Learning Outcomes and Objectives
Course Objectives
Identify and demonstrate the skills needed to facilitate a counseling group for individuals with substance use disorder.
Demonstrate a basic understanding for individuals with substance use disorder in a multicultural context.

Describe, contrast, and compare goals, advantages, and limitations of group counseling for individuals with substance use disorder.

Contrast and compare the leading theoretical approaches to group counseling and evaluate the ways in which elements from each may be integrated into chemical dependency group counseling.

Describe the stages in the development of a group.

Describe personal qualities and skills of the group leader and special problems and issues facing beginning group leaders.

Describe the rights of group counseling participants.

CSLOs

Identify culturally appropriate addiction counseling models and strategies for use in group settings.

Expected SLO Performance: 75.0

Analyze group dynamics with consideration of group identification, formation, entry and departure, process and content, and termination and/or graduation.

Expected SLO Performance: 75.0

Use effective use of rules in group counseling settings.

Expected SLO Performance: 75.0

Differentiate between individual and group documentation and treatment progression.

Expected SLO Performance: 75.0

Outline

Course Outline

Outline

A. Introduction

1. Terminology
2. Group counseling treatment
3. Theories and models of group counseling
4. Diagnostic and Statistics Manual 5
5. Resources
 - a. Agency resources
 - b. Gaps and unmet needs
6. Boundaries and limitations
7. Group formation

B. Cultural competency

1. Terminology
2. Needs of different groups
 - a. Racial identify
 - b. Ethnic minorities
 - c. Religion and belief systems
 - d. Disabilities
 - e. Biological sex and gender
 - f. Sexual orientation

- 3. Culturally appropriate interventions
- 4. Age and developmental considerations

C. Group dynamics

- 1. Terminology
- 2. Evidence-based practices
 - a. Tailoring intervention treatment
 - b. Culturally relevant treatment
- 3. Appropriate scope of practice
 - a. Limitations
- 4. Group formation
 - a. Group type, purpose, size, and leadership
 - b. Membership recruitment and selection
 - c. Group goals
 - d. Rules and policies
- 1. Inappropriate behaviors
- e. Stages of group development
- 5. Outcome identification
 - a. Process
 - b. Content
- 6. Changes in groups
 - a. Addition to group
 - b. Removal from group
 - c. Graduation
- 7. Termination
 - a. Closing each session
 - b. Group ending
- 8. Documentation
 - a. Individuals within the group
 - b. Group as a whole
- 9. Referral

D. Helper disposition

- 1. Terminology
- 2. Self-Awareness
 - a. Identifying bias
 - b. Cultural norms
 - c. Personal
 - d. Professional
- 3. Self-evaluation
 - a. Techniques
 - b. Timelines
- 4. Professional evaluations
 - a. Enhance performance
 - b. Utilizing feedback
- 5. Self-care
 - a. Identifying burnout
 - b. Addressing stress

E. Ethical guidelines

- 1. Terminology
- 2. Cultural competence
- 3. Supervision
 - a. Effective use of supervision
 - b. Personal feelings
- 4. Ethical standards of care
 - a. Addictions Treatment Specialists code of ethics
- 5. Legal requirements
- 6. Continuing education

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant

required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

The assignments and evaluations will be the same no matter what delivery method is used. The outcomes for this course will be evaluated and assessed using projects, essays, and/or examinations scored with a rubric. Student-Instructor contact will include the following: discussion forums, learning management system messages, announcements, and feedback for each student's work.

Student-Instructor contact MAY include the following: chat/Zoom, newsgroup/discussion board, phone, and iTV.

Student-Student contact will include the following: discussion forums. Student-Student contact MAY include the following: chat/Zoom, learning management system messages, group work, and peer reviewed projects.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Chat/Instant Messaging
- E-mail
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- Telephone
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

Learning management system.

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology. Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- Learning management system

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

Class size limited to 30.