ADS R105A: GROUP LEADERSHIP I

Originator
ptrujillo

Co-Contributor(s)

Name(s)
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College
Oxnard College

Discipline (CB01A)
ADS - Addictive Disorders Studies

Course Number (CB01B)
R105A

Course Title (CB02)
Group Leadership I

Banner/Short Title
Group Leadership I

Credit Type
Credit

Start Term
Fall 2021

Catalog Course Description
This course is designed to familiarize students with group dynamics and group leadership, especially groups involving treating substance use disorders. The focus is on group development, interpersonal and intrapersonal processes, and group facilitation skills. This course offers practicums in group leadership skills, examines various types of groups and teaches specific skills for facilitating behavior change. Fulfills one 3-unit skills requirements for the California Association for Alcohol/Drug Educators (CAADE).

Taxonomy of Programs (TOP) Code (CB03)
2104.40 - *Alcohol and Controlled Substances

Course Credit Status (CB04)
D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)
B (Transferable to CSU only)

Course Basic Skills Status (CB08)
N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)
C - Clearly Occupational

Course Cooperative Work Experience Education Status (CB10)
N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)
Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)
N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)
Y - Not Applicable

Course Noncredit Category (CB22)
Y - Credit Course

Funding Agency Category (CB23)
Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)
1 - Program Applicable

General Education Status (CB25)
Y - Not Applicable

Support Course Status (CB26)
N - Course is not a support course

Field trips
Will not be required

Grading method
Letter Graded

Does this course require an instructional materials fee?
No

Repeatable for Credit
No

Is this course part of a family?
No

Units and Hours

Carnegie Unit Override
No

In-Class

Lecture
Minimum Contact/In-Class Lecture Hours
52.5
Maximum Contact/In-Class Lecture Hours
52.5

Activity

Laboratory

Total in-Class

Total in-Class
Total Minimum Contact/In-Class Hours
52.5
Total Maximum Contact/In-Class Hours
52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class
Minimum Outside-of-Class Hours
105
Maximum Outside-of-Class Hours
105

Total Student Learning

Total Student Learning
Total Minimum Student Learning Hours
157.5
Total Maximum Student Learning Hours
157.5

Minimum Units (CB07)
3
Maximum Units (CB06)
3

Prerequisites
ADS R101

Advisories on Recommended Preparation
ADS R104

Entrance Skills

Entrance Skills

Understand how substances and mental illness affect people.

Prerequisite Course Objectives

ADS R101-Recognize the diagnostic criteria for Substance Use Disorders.
ADS R101-Describe the legislative efforts to regulate and control drug use and abuse.
ADS R101-Describe how drugs work in the body and brain.
ADS R101-Identify the various modalities of treatment and recovery, especially the social and professional models.
ADS R101-Recognize the special needs of co-morbidity (dual-diagnosis) patients

Entrance Skills

Understand basic listening and reflecting counseling skills.

Prerequisite Course Objectives

ADS R104-Describe the scope of practice for the paraprofessional.
ADS R104-Demonstrate an understanding of diverse cultures and recognize the importance of incorporating the relevant needs of culturally diverse groups, as well as people with disabilities, into clinical practice.
ADS R104-Apply effective face-to face communication skills and techniques in the counseling session.
ADS R104-Define the elements that constitute an effective counseling session including information gathering, problem solving, and referrals.
ADS R104-Synthesize information gathered to support clients with solutions for problem solving.
ADS R104-Evaluate cues that require referrals to more highly skilled professionals.

Requisite Justification

Requisite Type
Prerequisite

Requisite
ADS R101

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Content review

Requisite Type
Recommended Preparation

Requisite
ADS R104

Requisite Description
Course in a sequence

Level of Scrutiny/Justification
Content review

Student Learning Outcomes (CSLOs)	
	Upon satisfactory completion of the course, students will be able to:
1	Identify the concepts of pre-screening, pre-planning sessions and post-evaluation for addiction treatment support groups with consideration of diverse backgrounds and group safety.
2	Apply evidence-based practices and theories such as Motivational Interviewing, Transactional Analysis, Gestalt process, Rational Emotive Behavior and Solution-Focused therapy.
3	Create an outline to facilitate a small group discussions during class. The session must include an icebreaker, a therapeutic topic for discussion, and closing the session with the feedback received from the individual members.

Course Objectives	
	Upon satisfactory completion of the course, students will be able to:
1	Identify and demonstrate the skills needed to lead a substance use disorder group.
2	Identify the primary approaches to group counseling from the various perspectives of the major schools of psychotherapy.
3	Demonstrate a basic understanding of substance use disorder individuals in a multicultural context.
4	Define limitations of as well as appropriate settings and circumstances for utilization of groups in substance use disorder treatment and education

Course Content

Lecture/Course Content
1. Overview of Group Leadership
   a. Group leadership styles
   b. What makes an effective leader
   c. Common theories or approaches used in psychotherapy groups
2. Stages of Groups

    a. Group process
    b. Group dynamics for different groups
    c. Process versus content
3. Purpose of Groups
    a. Determining the purpose
    b. Purpose in single session groups
    c. Common questions about purpose
4. Basic Skills for Group Leaders
    a. Active listening
    b. Reflective responses
    c. Clarification and questioning
    d. Mini-lecturing
    e. Supportive and encouraging responses
    f. Summarizing
    g. Use of eyes and voice
5. Focus
    a. How to establish focus
    b. Different kinds of focus
    c. Focus on a topic
    d. Focus on an activity
    e. Focus on a person
    f. Use of visual aids to emphasize focus
    g. How to hold focus
    h. When to shift focus
6. Getting Started
    a. The beginning stage
    b. The beginning phase
7. The Middle and Ending Stages
    a. Leadership skills and techniques for the middle sessions
    b. Middle sessions topic guidelines and exercises
    c. Closing a session or group
8. Dealing with Problem Situations
    a. The chronic talker
    b. The dominator
    c. The distracter
    d. The reasoner
    e. The resistant member
    f. Rolling with resistance
    g. Developing ambivalence
    h. Dealing with silence
    i. Dealing with sexual feelings
    j. Dealing with crying
    k. Dealing with the prejudicial, insensitive member
9. Working with Specific Populations in Groups
    a. Adolescents
    b. Alcohol/drug addicts
    c. Survivors of sexual abuse
    d. Adult children of alcoholics
10. Special Issues
    a. Co-Leadership
    b. Ethical consideration
    c. Evaluation groups
    d. Training of group counselors

Laboratory or Activity Content

None

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):
Skills demonstrations
Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):
Clinical demonstration
Essay exams
Essays
Group projects
Individual projects
Objective exams
Oral presentations
Other (specify)
Performances
Quizzes
Role playing
Reports/papers
Research papers
Skills demonstrations
Skill tests
Treatment plans

Other
Participation

Instructional Methodology

Specify the methods of instruction that may be employed in this course
Audio-visual presentations
Computer-aided presentations
Clinical demonstrations
Class activities
Class discussions
Case studies
Distance Education
Demonstrations
Field trips
Group discussions
Guest speakers
Lecture
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:
1. Instructor will discuss specific counseling skills utilized with leading groups.
2. Instructor will give examples situations
3. Instructor will model those skills for the class.
4. Students will break into small groups to practice skills while instructor observes and gives feedback.

Representative Course Assignments

Writing Assignments
Mid-Term Research Paper on at least 3 Evidence-Based Group Theories with their strengths and weaknesses as well as what types of groups they might work better with.

Critical Thinking Assignments
A project on developing and leading a specific type of group that demonstrates their understanding of all stages of the group process will be turned in and presented in class.

Reading Assignments

Students will need to read each sequential chapter in preparation for each class on such topics as group dynamics for different groups, active listening, and summarizing.

Skills Demonstrations

Students will break into small groups and role play leading that group session while instructor observes and gives feedback.

Other assignments (if applicable)

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Outside Assignments

Representative Outside Assignments

Research theories/practices for Group Therapy for Mid-Term Research Paper.
Research Group Exercises to use in group role plays.

Articulation

C-ID Descriptor Number

ADS 130X

Status

Aligned

Additional C-ID Descriptor(s)

C-ID Descriptor(s)	Status
Group Process and Group Leadership	Aligned

District General Education

A. Natural Sciences

B. Social and Behavioral Sciences

C. Humanities

D. Language and Rationality

E. Health and Physical Education/Kinesiology

F. Ethnic Studies/Gender Studies

CSU GE-Breadth

Area A: English Language Communication and Critical Thinking

Area B: Scientific Inquiry and Quantitative Reasoning

Area C: Arts and Humanities

Area D: Social Sciences

Area E: Lifelong Learning and Self-Development

CSU Graduation Requirement in U.S. History, Constitution and American Ideals:

IGETC

Area 1: English Communication

Area 2A: Mathematical Concepts & Quantitative Reasoning

Area 3: Arts and Humanities

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type
Manual

Description
SAMHSA (2015-01-01 Latest Edition). *Substance Abuse Treatment: Group Therapy, A Treatment Improvement Protocol (TIP 41)*. HHS Publications.

Resource Type
Other Instructional Materials

Description
Group Leadership videos.

Resource Type
Textbook

Description
Group Treatment for Substance Abuse (latest ed., 2016), by Velasquez, Crouch, Stephens, DiClemente

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Distance Education Addendum

Definitions

Distance Education Modalities
Hybrid (51%–99% online)
Hybrid (1%–50% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.
Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.
Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills

Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills
Video Conferencing	Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills

100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Synchronous Dialog (e.g., online chat)	Instructor will have live on-line chat with students
Asynchronous Dialog (e.g., discussion board)	Students will respond to prompts about the skills covered in the chapter then respond to other students' postings as well
Other DE (e.g., recorded lectures)	Instructor will use recorded lectures and videos demonstrating counseling skills

| Video Conferencing | Instructor will have live video lectures/presentations of the material with role modeling skills and having students practice the skills |

Examinations

Hybrid (1%–50% online) Modality
Online
On campus

Hybrid (51%–99% online) Modality
Online
On campus

Primary Minimum Qualification
ADDICTION PARAPROFESSIONAL TRG

Review and Approval Dates

Department Chair
08/27/2020

Dean
08/27/2020

Technical Review
09/09/2020

Curriculum Committee
09/09/2020

Curriculum Committee
12/09/2020

CCCCO
MM/DD/YYYY

Control Number
CCC000200094

DOE/accreditation approval date
MM/DD/YYYY