

ADS R105B: GROUP LEADERSHIP II

Originator

ptrujillo

Co-Contributor(s)
Name(s)

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College

Oxnard College

Discipline (CB01A)

ADS - Addictive Disorders Studies

Course Number (CB01B)

R105B

Course Title (CB02)

Group Leadership II

Banner/Short Title

Group Leadership II

Credit Type

Credit

Start Term

Fall 2021

Catalog Course Description

This course in group counseling is designed to provide students with knowledge and skills training in advanced group leadership and advanced counseling skills and techniques. Students will learn to: broaden their effective questioning skills in order to identify client defense mechanisms, symptoms of psychopathology, improve awareness in addressing co-occurring disorders and other considerations when working with resistant clients and other barriers effecting treatment outcome. They will learn how to use and integrate counseling theories, engage in depth work with clients, and how to develop a group session format. Advanced skill delivery methods will be demonstrated and integrated in the course simulation exercises. Special attention will also be given to addressing and managing difficult clients, court-mandated and probation-mandated treatment program requirements; and interacting with probationers/parolees. Other counseling issues will be addressed as they relate to working within the scope of practice and competence for addiction professionals which support evidence-based treatment practices.

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)

B - Advanced 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 R105A

Entrance Skills**Entrance Skills**

Understand basic group counseling skills.

Prerequisite Course Objectives

ADS R105A-Define limitations of as well as appropriate settings and circumstances for utilization of groups in alcohol dependency treatment and education

ADS R105A-Demonstrate a basic understanding of chemically dependent individuals in a multicultural context.

ADS R105A-Identify and demonstrate the skills needed to lead a chemical dependency counseling group.

ADS R105A-Identify and demonstrate the skills needed to lead a substance use disorder group.

ADS R105A-Identify the primary approaches to group counseling from the various perspectives of the major schools of psychotherapy.

ADS R105A-Demonstrate a basic understanding of substance use disorder individuals in a multicultural context.

Requisite Justification**Requisite Type**

Prerequisite

Requisite

ADS R105A

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 | Solve difficult problem issues that arise in groups by addressing the client's: defense mechanisms, symptoms of psychopathology, resistance, interpersonal conflict, boundaries, and power and control issues that impede the client's recovery process. |
| 2 | Design and develop a group session using a specific template and theory that applies to providing a model of evidence-based treatment practices. |
| 3 | Utilize a variety of advanced group leadership practices such as: depth work engagement and the application of effective methods and modalities, interventions, techniques, and theories as applied to addiction and recovery counseling services. |

Course Objectives**Upon satisfactory completion of the course, students will be able to:**

- | | |
|---|--|
| 1 | Demonstrate an ability to effectively lead addiction recovery groups through leading and co-facilitating small group simulations that apply theory, effective questioning, advanced focus techniques, and positive decision making. |
| 2 | Solve difficult problem issues that arise in groups by addressing client defense mechanisms, symptoms of psychopathology, resistance, interpersonal conflict, boundaries, challenging group leadership dynamics, and power and control issues that impede the recovery process. |
| 3 | Apply a variety of advanced leadership skills pertinent to addiction and recovery counseling services such as: depth work engagement, advantages of different methods and modalities, implementing interventions and techniques, and working within the awareness of using Impact Learning Theory and the Trans-Theoretical Model-Stages of Change. Theoretical orientations to be addressed and utilized within the group process shall be (but not limited to): Transactional Analysis (TA), Solution Focused, Rational-Emotive Behavioral (REBT), Reality Theory, Cognitive-Behavioral (CBT), and Moral Reconciliation (MRT) for working specifically with incarcerated or post-release offender populations. |
| 4 | Apply different theoretical approaches during the group leadership process that address both the individual and collective psycho-spiritual needs of program participants. |
| 5 | Design a two hour group session using a specific template and theory that reflects a model of evidence-based treatment practices. |
| 6 | Assess the strengths and weaknesses of a group counseling session presentation. |
| 7 | Implement a variety of different group exercises that directly address the client's: denial, defense-mechanisms, elements of criminal thinking, co-dependency, transference/counter-transference, interpersonal abuse and violence, stress and trauma, inappropriate communication and agendas, dysfunctional ego states and roles, values conflicts, family of origin and family of creation issues, stages of addiction, awareness, and recovery; and difficult dilemmas even for advanced counselors. |
| 8 | Discuss different counseling philosophies that: effect leadership decisions and enhance ethical choices; respect interpersonal sensitivities, and develop deeper cultural awareness. |

Course Content**Lecture/Course Content**

1. Introduction and Overview of Group Counseling and Advanced Counseling Skills; Readiness of Client vs. Experience of Counselor (KAPSET); Goals of Effective Treatment: Changing Thoughts, Feelings, Behaviors and Outcome; Theories of Change-Theoretical Orientation to Addressing Client Problems
 - [EQ and Interviewing Skills Assessment]
2. Denial, Defense Mechanisms, Criminal Thinking, Symptom Identification, Pervasive Patterns: Disordered Thinking Shame, Blame, Pain, Minimizing as Barriers to Treatment; Ethical Considerations and Difficult Clients and Dilemmas
 - [EQ Drills-Basic]
3. Addiction Counseling: Addressing Delusions and Denial Types; Effective Listening and Listening Levels 1-2-3; Communication Agendas: Small Talk, Control Talk, Search Talk, Straight Talk; Recognizing Ego States (P-A-C) in Communication Transactions (TA)
 - [EQ Drills: Application of Past-Present-Future Tense (Applicable to History-Current Behaviors and Experience-Future Goals respectively)]

4. Group Leader/Counselor Attributes and Posturing, Co-Dependency, Counter-Transference, Self-Disclosure, Session Time Management, Cutting-Off, Interrupting; Focus: SPA's; Counseling Theories: Use, Application, and Impact; Impact Learning and Theory. It's Importance to Change and Value in Learning, Educating, Supervising for Group Leadership
 - [EQ Drills: Specific Focus Words; Theory: Solution Focused Questions; GROUP SIMULATION]
5. Introduction to Session Design Project; Discussion and Purpose of Session Template and It's Components; [Introduction and Demonstration of Group Activity Booster Exercises
 - [Theory: Solution Focused "SOLVE" Exercise ; SMALL GROUP PRACTICUM WORK]
6. Depth Work: Accumulated Stress, Trauma, Getting to Internal Conflict and Truth
 - [EQ and Listening Drills; [Theory: Cognitive-Behavioral (CBT); GROUP INTERACTIVE: Refocusing on Presenting Problems, Phantom Issues, Buried Truths; PODIUM EXERCISE #1: Leadership - Reducing Fear and Anxiety]
7. Criminal Thinking Errors; Power, Control, Threatening Behaviors and Resistance to Authority and Group Leadership; Working with Difficult Clients Probationers/Parolees
 - [Theory: Reality Therapy; and Introduction to the Principles of Moral Reconciliation Therapy (MRT); PODIUM EXERCISE #2: Leadership - Increasing Levity and Comfort]
8. Leadership Styles and Evaluation of Effectiveness; Mental Constructs and Introjects
 - [Theory: Rational Emotive Behavioral (REBT); GROUP SIMULATION AND INTERACTIVES]
9. Recovery by Choice, Recovery Domains, ASAM Domains, 12-Step Program "Speak"
 - [MEMORY WORK AND REVIEW DRILLS: Treatment Goals, EQ/EL, SPAS, APES, Stages]
10. Working with Anxiety, Fear, and Irrational Thinking; Mood Disorders and Addiction; Stress, Family Drama, Trauma, PTSD and Addiction
 - [GROUP SIMULATION and/or GROUP PROCESS EXERCISE - Reframing]
11. Trust, Love, and Addicition; Secrets, Lies, Deceit, Betrayal; Establishing Safety and Boundaries; Interpersonal Abuse and Violence, Addictive and Toxic Relationship Bonds
 - [GROUP DEPTH WORK-Vignette; PODIUM EXERCISES #3- Leadership Assertiveness]
12. Counseling Philosophies, Effective Approaches, Ethical Considerations, "Silence" Issues; Session Design Issues/Feedback; Theoretical Orientation Review; Communication Stances
 - [GROUP EXERCISE/SESSION ACTIVITY BOOSTER: Object Association and Counselor Toolkit]
13. Integration of Client's 12-Step Program Work; Different Types of Twelve Step Programs; Addressing Responsibility, Accountability, Making Amends; Character: Honor and Integrity; Addressing and Interrupting Unhealthy Trans-Generational Patterns of Denial and Addiction; Thinking of Others for a Change; Forward Thinking: Reducing Personal Consequences; Guidelines for Treatment Planning Goals: Conceivable, Believable, Achievable, Measureable
 - [GROUP DEPTH WORK - Vignette Analysis; Review Drill on Clinical Group Leadership Terms]
14. Compliance Issues: Group Counseling Requirements for Defendants, Probationers, Parolees, Resistant/Difficult Clients, Harassment Issues, Voluntary vs. Mandated Group Counseling ;Required Health Education: HIV/AIDS and Communicable Diseases; Addressing Personality Disorders and Co-Occurring Disorders and the Effects and Changes they have upon Group Process and Dynamics
 - [Theory of Moral Development; MRT Moral Reconciliation Therapy ; WWYD (What Would You Do "Dilemmas") Role-Plays]
15. Discussion and Presentation of Group Session Projects; Session Critiques; Warm-Ups, and Booster Activities Shared; Counselor Strengths and Weaknesses Re-Evaluated
 - [MEMORY DRILLS on Session Formatting; GROUP SIMULATIONS AND DEMONSTRATIONS]
16. Integrating "Thanks-Giving" and Gratitude as a Permanent Part of One's Recovery and Lifestyle
 - [REVIEW FOR FINAL and Certification Competencies.]
17. RECAP - COURSE REVIEW; GROUP CLOSING EXERCISES

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):

Essay exams
Essays
Individual projects
Objective exams

Oral presentations
Role playing
Skills demonstrations
Treatment plans

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
Computer-aided presentations
Case studies
Distance Education
Demonstrations
Group discussions
Internet research
Role-playing
Small group activities

Describe specific examples of the methods the instructor will use:

1. Instructor will discuss specific counseling skills utilized with Group Leadership.
2. Instructor will give examples and model those skills for the class.
3. Students will break into small groups to practice skills while instructor observes and gives feedback.

Representative Course Assignments

Writing Assignments

1. A group session design project to be prepared and submitted on a specific due date. Students may pick the the session topic that must be presented as being within the scope and practice of an addiction counselor.

Critical Thinking Assignments

1. Students will break into small groups to discuss the pros and cons of different views/theories for group leadership then share their thoughts with the class.

Reading Assignments

1. Students will need to read instructor assigned materials and handouts in preparation for the next sequential class topic and practicum activities.

Skills Demonstrations

1. Students will demonstrate competence in the use of Group Leadership skills

Other assignments (if applicable)

1. Collection and construction of therapy tools (activity booster tools) such as: (a) group talking stick (b) group counseling can/box (small "pick & pull"/"share & tell") items that facilitate sharing as an individual as well as a group (c) researching group warm-up exercises and creating new activity booster ideas, games, worksheets, projects needed for various group session designs.

Outside Assignments

Representative Outside Assignments

1. Students will research psychotherapy group exercises and techniques for managing the challenging group member.
2. Students will research for their group session design project.

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**

Textbook

DescriptionJacobs, E. E., Masson, R.L.,Harvill, R.L. (2009). *Group Counseling Strategies and Skills* (2009 or Latert). Belmont, CA Thomson Brooks/ Cole. 1397804955**Resource Type**

Other Instructional Materials

Description

1) Instructor handout packets2) Group leadership activity booster handouts.

Resource Type

Textbook

Classic Textbook

No

Description

Group Treatment for Substance Abuse by Velasquez, Crouch, Stephens, & DiClemente, latest ed., 2016 Latest Edition

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

08/26/2020

Dean

08/26/2020

Technical Review

09/09/2020

Curriculum Committee

09/09/2020

Curriculum Committee

12/09/2020

CCCCO

MM/DD/YYYY

Control Number

CCC000557243

DOE/accreditation approval date

MM/DD/YYYY