Instructor: Dr. LaDonna McCune, LADC, NCGC-II
Office: 201B Liberal Arts
Email: lmccune@uco.edu
Office Hours: MWF: 9:00-10:00 a.m., TR 10:00-11:00 a.m. (or by appointment)
Office Phone: 405-974-5538

Course Description: This course provides in-depth study of the theory and hands-on practice of group therapy as it applies to individuals and families dealing with substance abuse and mental health issues. The course provides instruction in ethical and legal aspects as well as research pertaining to best practices and outcome measurement research on group treatment in substance abuse and mental health. Students have the opportunity to facilitate role play of all aspects of group leadership.

Prerequisites: None (Graduate standing required)

Course Objectives:
Upon completion of the Advanced Group Dynamics course, the learner will be able to conduct, manage and facilitate group therapy for treatment of substance abuse and mental health disorders. The learner will demonstrate these skills by facilitation of role-played groups dealing with individuals and families. Based on thorough study of theory and research of group dynamics combined with hands-on practice, the student will evaluate the client’s progress and plan for continuing treatment. Ethical and legal aspects of group counseling will be evidenced by group leadership. Best therapeutic practices and outcomes will be compared to advocate effective accomplishment and statistical measurement of treatment outcomes pertinent to group therapy.

Specific or Enabling Objectives
- Analyzing and choosing theoretical approaches to group therapy;
- Applying group process theory to clinical practice;
- Evaluating the effectiveness of group process;
- Valuing individual style and implementing group techniques;
- Appraising and planning for continued professional growth in group therapy;
- Research, write and present papers advocating the most current, advanced approaches to group therapy.

**About the Course:** This course is designed to provide hands-on experience to future substance abuse counselors in the milieu (group therapy) used most effectively with chemically dependent individuals and families. The course is conducted as a group with group process experience provided each class period. Subsequent opportunities are then afforded for each student to function in the role of group therapist in both the conduct of the class and in role playing of substance abuse groups. Ethics, theory, confidentiality will be assimilated by the student as the group process matures. Research will be conducted by the student on aspects of group dynamics.

**Course Organization:** The course objectives will be achieved through the following methods:

1. Reading. The course outline will list the assignments. It is important for you to complete these as assigned in order to fully participate in and understand class activities.

2. Participation. Student participation during class role play, group process and discussion is essential to successful course completion. The class process is built around interactive student participation.

4. Student Presentation/Papers. Each student will write a paper and lead a presentation/discussion over that assigned topic.

5. Examinations. The exams will consist of essay questions and group demonstrations of counseling techniques.

**Questions to be answered:**

1. Why is group dynamics important to counseling?
2. What counseling theories are used in group therapy?
3. How do you evaluate the effectiveness of the group process?

**About the instructor:** My educational background includes degrees in liberal arts, sociology (with an option in chemical dependency), criminal justice management and administration and a doctorate in higher education administration with a minor in sociology. I am a licensed alcohol/drug counselor, an Oklahoma board approved supervisor and a nationally certified gambling counselor. I have also been trained in the National Organization for Victim’s Assistance (NOVA) curriculum, Oklahoma Marriage Initiative and
Co-Parenting through Divorce. I have been in the counseling profession since 1989; working in both outpatient and inpatient facilities as a substance abuse counselor, gambling counselor and a youth and family counselor. I am interested in the dynamics of substance abusing families.

**Required Texts:** Course handouts and public domain publications will comprise the texts. These will be provided by the instructor and guest speakers.

Substance Abuse Treatment: Group Therapy. Treatment Improvement Protocol (TIP 41); U.S. Department of Health and Human Services Administration; Center for Substance Abuse Treatment. ([www.samhsa.gov](http://www.samhsa.gov))

*This text will be supplied by the Instructor*

**Instructional Delivery:** My philosophy on graduate courses is that, while I will present some material to you, ultimately my job is to act as a facilitator. I anticipate that as masters prepared counselors, you will become leaders within your profession and this course will assist in equipping you for that role. This class will be challenging. Students can expect the professor to collaborate with you on providing an educational experience that seeks to foster the student’s personal and professional development and encourages students to become life-long learners and critical thinkers. Please come to class having read the material and ready to verbally participate in class discussions, ask questions, offer your viewpoints, and otherwise make honest attempts to learn and make positive contributions to the classroom discussion.

**Transformational Learning Outcomes:** The University of Central Oklahoma is a learning-centered organization committed to transformative education through active engagement in the teaching-learning interchange, scholarly and creative pursuits, leadership, global competency and service to others. This course addresses four of the university’s transformative learning goals. Students will build discipline knowledge through interactions with the readings, classroom exercises, instructor, and one another. They will engage in scholarly and creative pursuits through creating and participating in in-class exercises and written papers. Additionally, students will build leadership skills and further global and cultural competency through the examination of groups in the treatment of substance abuse.
Course Policies:

Attendance Policy: There is a strong correlation between classroom attendance and success in college. I do understand that some emergencies may cause absences. However, the only excused absences are for school-sponsored activities as pre-approved by the professor. The professor must receive notice from a college administrator or coach excusing the student from class. The student will still be responsible for any work assignments.

Email Policy: If you are emailing me it is the responsibility of the student to ensure that the professor receives the email. I will respond to your emails within 48 hours. You should copy yourself on all emails so that you have proof of having sent them.

Classroom Civility:

1. Attendance is taken at the beginning of each class. Please be on time for class and refrain from packing up or leaving early. Both behaviors are distracting to the class. If you must arrive late, please come in as quietly as possible and sit near the door. In addition, if you must leave early please inform me in advance and sit next to the door in order to minimize the distraction. As the professor, I reserve the right to mark students absent who continually arrive late or leave early.

2. All electronic devices are considered unnecessary distractions and are to be turned off and concealed during class. Interacting with these devices during class will not be tolerated. Any student who is text messaging in class will be asked to leave.

Assignments and Grading:

Because students tend to learn in a variety of ways and have different levels of skills in demonstrating their knowledge, I like to provide different opportunities for students to succeed. In this course, you will be evaluated in a number of ways, including a research paper, a presentation, case studies, and reaction papers. This method allows you to still do well in the class even if you perform poorly on a particular assignment.

Course Grade: The student’s course grade will be determined by the following:

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Examination # one</td>
<td>100</td>
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<tr>
<td>Examination # two</td>
<td>100</td>
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<tr>
<td>Project/Paper</td>
<td>200</td>
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<tr>
<td>Total</td>
<td>400 points</td>
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**Examinations:** The exams will consist of essay questions and group demonstrations of counseling techniques. The second exam will not be comprehensive.

**Paper/project:** The student will write a traditional research paper (15-20) pages and lead a 30 minute presentation/discussion of the paper in class. The topics will be pertinent to group counseling and be pre-approved by the instructor.

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<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>92-100</td>
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<tr>
<td>B</td>
<td>82-91</td>
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<tr>
<td>C</td>
<td>72-81</td>
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<tr>
<td>D</td>
<td>62-71</td>
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<tr>
<td>F</td>
<td>&lt;62</td>
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**Grade scale:**

Students are responsible for retaining all graded items when they are returned by the instructor. In the case of a question over a grade, the student must be able to produce the item in question.

**Turnitin.com Plagiarism Syllabus Statement:** The professor has final authority over the grades given to students or the lowering of grades because of cheating or plagiarism. UCO subscribes to the Turnitin.com plagiarism prevention service. Students agree that by taking this course, all required assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted assignments will be included as source documents in the Turnitin.com restricted access reference database for the purpose of detecting plagiarism of such assignments. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com website. Turnitin.com is just one of various plagiarism prevention tools and methods which may be utilized by your faculty instructor during the terms of the semesters. In the UCO Student Handbook, there is a process for contesting any plagiarism allegations against you.

- You need to cite within the text briefly AND include the entire citation at the end of your essay on a separate reference page.

For articles:

For an entire book:

For chapters from books:
For Lectures:

For Articles from Newspapers and Magazines:

For Videos:

SAS 5353 Course outline

Week 1  Course Introduction  “Experiencing Group”
Week 2  Principles of group for the substance abuse counselor
Week 3  Ethical issues in groups  Confidentiality in groups
Week 4  Student led communication exercise.  Communication in groups  Confrontation, leveling, and feedback.
Week 5  Comm.—Feelings and “I” Messages.  Student led Johari Window
Week 6  Student led review exercise  Exam # 1
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tbody>
<tr>
<td>7</td>
<td>Group process: Video&lt;br&gt;Exam review &amp; critique&lt;br&gt;Group process: Stages of development</td>
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<tr>
<td>8</td>
<td>Research applications&lt;br&gt;Student led group.</td>
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<tr>
<td>9</td>
<td>Group process with the resistant substance abuser&lt;br&gt;Student led group response to the resistant member.</td>
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<tr>
<td>10</td>
<td>Spring Break</td>
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<tr>
<td>11</td>
<td>Therapeutic factors in the Group&lt;br&gt;Student led group review.</td>
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<tr>
<td>12</td>
<td>Group Dynamics Lecture &amp; Exercise</td>
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<tr>
<td>13</td>
<td>Curative factors in the Substance Abuser group&lt;br&gt;Handouts&lt;br&gt;Adolescent SA groups&lt;br&gt;Research applications</td>
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<tr>
<td>14</td>
<td>Student led experiential group process</td>
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<tr>
<td>15</td>
<td>Student led e. g. p.</td>
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<td>16</td>
<td>Final Exam&lt;br&gt;May 6: 5:30-7:20 p.m.</td>
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