

Syllabus

Course Overview

In this course, you will explore how group counseling is an important aspect of addictions treatment. You have two texts; *Theory and Practice of Group Counseling* (9th ed.) covers issues that are applicable to group counseling in many clinical settings, and *Principles and Practice of Group Work in Addictions* addresses some of the key areas related to group counseling for addictions. You will also read a document prepared by the Substance Abuse and Mental Health Services Administration (SAMHSA), which is part of the U.S. Department of Health and Human Services. The Center for Substance Abuse Treatment within SAMSHA has prepared a series of documents that are available on the Internet, called Treatment Improvement Protocols (TIPs). You will be reading [TIP 41: Substance Abuse Treatment: Group Therapy \[PDF\]](#).

This course will challenge you to develop your personal model of group treatment for addictions. Your model will be informed by counseling and group theories, consideration of ethical and cultural issues, and group development models. You will focus primarily on the group treatment of substance abuse. Group treatment is also important to the treatment of other compulsive behaviors, and the components of your personal model of group leadership will generally apply to non-substance-based treatment groups. Ethical counselors seek additional training and supervision before considering themselves prepared to offer specialized group treatment. This course is designed to serve as a foundation for that specific training.

External Professional Standard Alignments

The competencies in this course are aligned with the following external standards, as noted below:

External Professional Standard Alignments

Course Competency	National Addiction Studies Accreditation Commission (NASAC) Standards
Apply theories, models, strategies, and research to group methods for treatment, recovery, and relapse prevention with substance-related and addictive behaviors.	<p>A. II. 5 - Describe the philosophies, practices, policies, and outcomes of the most generally accepted models of treatment, recovery, and relapse prevention, and continuing care for addiction and other substance-related problems</p> <p>A. II. 6 - Appreciate the importance of family, social networks, and community systems in treatment and recovery process.</p> <p>A. II. 7 - Understand the importance of research and outcome data, and their application in clinical practice.</p> <p>B. Vb. 89 - Describe, select, and appropriately use strategies from accepted and culturally appropriate models for group counseling with addicted or substance abusing clients.</p> <p>B. Vb. 90 - Perform the actions necessary to start a group, including: 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.</p> <p>B. Vb. 91 - Facilitate the entry of new members and the transition of existing members.</p> <p>B. Vb. 92 - Facilitate group growth within the established ground rules, and precipitate movement toward group and individual goals by using methods consistent with group type.</p> <p>B. Vb. 93 - Understand the concepts of "process" and "content", and shift the focus of the group when such an intervention will help the group move toward its goals.</p> <p>B. Vb. 94 - Describe and summarize client behavior within the group for the purpose of documenting the client's progress and identifying needs/issues that may require modification of the treatment plan.</p>
Analyze the ethical issues related to group therapy for the treatment of substance-related and addictive behaviors.	<p>A. IV. 20 - Understand the addiction professional's obligation to adhere to generally accepted ethical and behavioral standards of conduct in the helping relationship.</p> <p>B. VIII. 116 - Demonstrate ethical behaviors by adhering to establish professional codes of ethics that define the professional context within which the counselor works, in order to maintain professional standards and safeguard the client.</p>

Course Competency	National Addiction Studies Accreditation Commission (NASAC) Standards
	B. VIII. 118 - Adhere to federal and state laws, and agency regulations, regarding addictions treatment.
Incorporate multicultural competencies to group methods for the treatment of substance-related and addictive behaviors.	<p>A. IV. 18 - Understand diverse racial and ethnic cultures, including their distinct patterns of interpreting reality, world view, adaptation, and communication, and incorporate the special needs of minority groups and the differently abled into clinical practice.</p> <p>B. VIII. 119 - Recognize the importance of individual differences by gaining knowledge about personality, cultures, lifestyles, and other factors influencing client behavior, and applying this knowledge to practice.</p>
Communicate effectively through the consistent use of APA guidelines for grammar, punctuation, and mechanics expected of a counseling professional.	None.

SafeAssign Requirements

This course requires you to use the SafeAssign tool. The SafeAssign source matching tool is available via a link in the courseroom. SafeAssign supports the development of your skills in preparing written coursework—both discussions and assignments. Each submission generates a report to help ensure that you have used outside sources ethically and effectively. By submitting work to SafeAssign as drafts, you can make revisions before submitting final work for grading.

Visit [SafeAssign](#) on Campus to see more information and instructions for using SafeAssign.

Submitting Your Drafts to SafeAssign

Use the SafeAssign draft option to check your writing to ensure that you have paraphrased, quoted, and cited your sources appropriately. Run a SafeAssign report, saving your document as a draft.

Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Apply theories, models, strategies, and research to group methods for treatment, recovery, and relapse prevention with substance-related and addictive behaviors.
- 2 Analyze the ethical issues related to group therapy for the treatment of substance-related and addictive behaviors.
- 3 Incorporate multicultural competencies to group methods for the treatment of substance-related and addictive behaviors.
- 4 Communicate effectively through the consistent use of APA guidelines for grammar, punctuation, and mechanics expected of a counseling professional.

Course Prerequisites

There are no prerequisites for this course.

Syllabus >> Course Materials

Required

The materials listed below are required to complete the learning activities in this course.

Integrated Materials

Many of your required books are available via the VitalSource Bookshelf link in the courseroom, located in your Course Tools. Registered learners in a Resource Kit program can access these materials using the courseroom link on the Friday before the course start date. Some materials are available only in hard-copy format or by using an access code. For these materials, you will receive an email with further instructions for access. Visit the [Course Materials](#) page on Campus for more information.

Book

Corey, G. (2015). *Theory and practice of group counseling* (9th ed.). Boston, MA: Cengage. ISBN: 9781305088016.

Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Hill, R., & Harris, J. (Eds.) (2011). *Principles and practice of group work in addictions*. New York, NY: Routledge.

External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- American Counseling Association. (2014). [ACA code of ethics \[PDF\]](https://www.counseling.org). Available from <https://www.counseling.org>
- Substance Abuse and Mental Health Services Administration, U. S. Department of Health & Human Services. (2015). [TIP 41: Substance abuse treatment: Group therapy \[PDF\]](https://store.samhsa.gov/sites/default/files/d7/priv/sma15-3991.pdf). Retrieved from <https://store.samhsa.gov/sites/default/files/d7/priv/sma15-3991.pdf>

Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

Projects

Project >> Personal Model for Group Leadership

Project Overview

Throughout this course, you will study major theories, group methods, ethical issues, and concepts related to the treatment of substance-related and addictive behaviors in group settings. For your final project, you create a personal model by analyzing your group leadership style based on your research and self-reflection.

Content Format

For your course project, develop a paper that consists of the following sections. You must use proper APA style and formatting for each section of the paper.

- 1. Theory Selection (2–3 pages).** This section of the project is due in Unit 2. To complete this section, you need to:
 - Summarize scholarly literature on the use of cognitive behavioral theory, motivational interviewing, and solution-focused theory in group and addictions counseling.
 - Identify which of these theories will influence how you create your model for group leadership.
 - Discuss the tenets of the theory selected and its relevance to the group treatment of addictive behavior.
 - Explain how the approaches can be used to develop the personal model.
- 2. Theoretical Analysis (3–5 pages).** This section of the project is due in Unit 5. To complete this section, you need to:
 - Discuss the tenets of the approach you selected and how it fits with your own personal characteristics and beliefs about how people change.
 - Discuss the usefulness of the approach with group counseling for addictive behavior.
 - Discuss ethical considerations, including in assessment and preparation of clients for placement in a group.
 - Discuss cultural considerations when using this approach.
- 3. Theoretical Practice (3–5 pages).** This section of the project is due in Unit 7. To complete this section, you need to:
 - Identify three different strategies or interventions used in the theory you selected.
 - Describe how this would appear in a group setting during one of the stages of group development (initial, transition, working, or ending).
 - Create a sample dialogue of clients' and counselor's statements implementing the strategies.
 - Discuss the purpose of the intervention and the anticipated outcome of its use.

Final Project Requirements

To achieve a successful project experience and outcome, you are expected to revise and combine all the sections of the project and submit the completed version.

- **Structure:** Prepare a final paper of 10–15 pages that includes the following components in the order listed:
 - Title Page.
 - Introduction/Theory Selection (2–3 pages).
 - Theoretical Analysis (3–5 pages).
 - Theoretical Practice (3–5 pages).
 - References Page.
- **Reference list:** A minimum of one scholarly source is required. Scholarly sources include peer-reviewed journal articles and government publications prepared by a panel of experts in the field.
- **Written communication:** Written communication must be scholarly, professional, and consistent for human services professionals. Furthermore, it must be free of grammatical errors that detract from the overall message being conveyed.
- **APA formatting:** Resources and citations must be formatted according to APA style and formatting. See the [APA Style and Formatting](#) guide.
- **Length of paper:** 8–13 content pages plus title and references pages, typed and double-spaced.
- **Font and font size:** Times New Roman, 12 points.

Project Components

Activity	Grade Weight (%)
u02a1 - Theory Selection	15
u05a1 - Theoretical Analysis	20
u07a1 - Theoretical Practice	15
u09a1 - Personal Model for Group Leadership	30

Unit 1 >> Group Counseling for the Treatment of Addictions

Introduction

Group treatment is one of the most prevalent treatment modalities for addictions. Since the advent of Alcoholics Anonymous in the 1930s, the recognition of the value of groups for social support and transmittal of information has been a constant in the treatment field. It appears in many different ways. The leaderless support groups of Alcoholics Anonymous form a network of support that demonstrates one model. In contrast, in this course, you will read about several different models and types of groups in group therapy authored by the Substance Abuse and Mental Health Services Administration's Center for Substance Abuse Treatment (2015).

In this unit, your readings will introduce you to group work and group leadership, including the ways in which personal characteristics of group leaders impact the therapeutic group process. Additionally, you will familiarize yourself with the Substance Abuse and Mental Health Services Administration's (SAMHSA) Treatment Improvement Protocol (TIP) that provides much of the information specific to the group treatment of addictions for this course. TIP 41: Substance Abuse Treatment: Group Therapy is organized in chapters. Each chapter presents a unique topic that will help you understand how the material from your text applies to the specific clinical population that you are studying.

Please remember that this course will challenge you to develop your personal model of group treatment for addictions. Your model will be informed by three specific counseling and group theories (cognitive behavioral theory, motivational interviewing, and solution-focused theory), consideration of ethical and cultural issues, and group development models. You will focus primarily on the group treatment of substance abuse. Group treatment is also important to the treatment of other compulsive behaviors, and the components of your personal model of group leadership will generally apply to nonsubstance-based treatment groups. Ethical counselors seek additional training and supervision before considering themselves prepared to offer specialized group treatment. The course is designed to serve as a foundation for that specific training.

References

Substance Abuse and Mental Health Services Administration, U. S. Department of Health & Human Services. (2015). TIP 41: Substance abuse treatment: Group therapy. Retrieved from <https://store.samhsa.gov/sites/default/files/d7/priv/sma15-3991.pdf>

Corey, G. (2015). *Theory and practice of group counseling* (9th ed.). Boston, MA: Cengage Learning.

Hill, R., & Harris, J. (Eds.). (2011). *Principles and practice of group work in addictions*. New York, NY: Routledge. ISBN: 9780415486842

Learning Activities

u01s1 - Studies

Readings

Use *Theory and Practice of Group Counseling* to read the following:

- Chapter 1, "Introduction to Group Work," pages 3–7.
- Chapter 2, "Group Leadership," pages 15–39.

Use the Capella University Library to read the following:

- Hill, R., & Harris, J. (Eds.) (2011). *Principles and practice of group work in addictions*. New York, NY: Routledge.
 - Chapter 9, "Stop Looking at Me! How to Make Anxiety Work for You and Not Against You," Part 2, Practical Considerations in Addictions Group Work.

Use the Internet to read the following:

- Substance Abuse and Mental Health Services Administration, U. S. Department of Health & Human Services. (2008). TIP 41: Substance abuse treatment: Group therapy [PDF]. Retrieved from <https://store.samhsa.gov/sites/default/files/d7/priv/sma15-3991.pdf>

- Executive Summary and Chapter 1.
 - This chapter defines *therapeutic groups* as those with trained leaders and a primary intent to help people recover from substance abuse. It also explains why groups work so well for treating substance abuse.

u01s2 - Project: Preparation

Throughout this course, you will create a personal model by analyzing and studying three of the major theories and group methods (cognitive behavioral theory, motivational interviewing, and solution-focused theory; you will select one to support your personal model), ethical issues, and concepts related to the treatment of compulsive and addictive behaviors in group settings. Refer to the Personal Model for Group Leadership course project description to ensure you meet all the project requirements and evaluation criteria.

To complete this section, you need to:

- Summarize scholarly literature on the use of cognitive behavioral theory, motivational interviewing, and solution-focused theory in group and addictions counseling.
- Identify which if these theories will influence how you create your model for group leadership.
- Discuss the tenets of the theory selected and its relevance to the group treatment of addictive behavior.
- Explain how the approaches can be used to develop the personal model.

Note: Start your research work early so that you have enough time to select your theories and think through your approach. You will need to review the relevant literature before developing your approach. Refer to the [Addiction Studies](#) page of the [Counseling: Masters Research Guide](#) if you need help finding appropriate resources for this assignment.

u01s3 - Writing and APA Resources

Campus Resources

Writing Center

The [Capella Writing Center](#) has a great deal of helpful information and support for writing. Take some time to visit the Capella Writing Center for writing tips and more.

APA Style and Format

APA is the required style for all social sciences, including the areas of counseling and addiction. Refer to [APA Style and Format](#) on Campus for guidance in citing sources and formatting your paper in proper APA style and to access other helpful resources.

Using SafeAssign

In this course, you are required to use the SafeAssign source matching tool to analyze your coursework in specified assignments or discussions.

In preparation for using SafeAssign in this course, refer to the [SafeAssign](#) resources on Campus to see more information and instructions for using the tool.

Submitting Your Drafts to SafeAssign

Use the SafeAssign draft option to check your writing to ensure that you have paraphrased, quoted, and cited your sources appropriately. Run a SafeAssign report, saving your document as a draft.

u01d1 - Sharing Experiences in Leading Groups

Please introduce yourself and outline your experience with leading groups. Some experiences may be less formal than others. If you do not have professional experience in the field of addictions, consider other work groups you may have led, even if it was informally. Based on your experience and readings, what do you consider the key factors in leading groups? Read the Discussion Participation Scoring Guide to learn how the instructor will evaluate your discussion participation throughout this course.

Response Guidelines

Respond to at least one learner, noting how their experiences may be different from your own. What relationship do you see between their experiences and their ideas about group leadership? Be certain to analyze your observation by asking for their feedback.

In your response, do one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples.

Course Resources

Graduate Discussion Participation Scoring Guide

u01d2 - Group Treatment Modalities and Treatment of Addictions

Describe the strong relationship between group treatment modalities and the treatment of addictions. Use TIP 41: Substance Abuse Treatment: Group Therapy (linked in Resources) and scholarly literature to support your position.

Response Guidelines

Respond to at least one learner, noting how their description of the relationship between group modalities and addiction treatment may be different from your own.

In your response, do one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples.

Course Resources

Graduate Discussion Participation Scoring Guide

[TIP 41: Substance Abuse Treatment: Group Therapy \[PDF\]](#)

Unit 2 >> Review of Group Theory

Introduction

Group theory involves unique principles. While some may overlap with theories that help to inform approaches to individual counseling such as empathy, other principles such as group cohesiveness are clearly specific to group modalities. Group theory should be familiar to you from previous coursework. This unit will review those basic concepts and extend them to help you explore how they apply to the treatment of addiction and compulsive behavior.

This unit will challenge you to begin the same process of identifying the theories that resonate with your own style as you build your model for group leadership for the treatment of substance-related and addictive behaviors. In this course, we are focusing on three commonly used theories in group treatment of addictions: cognitive behavioral theory, motivational interviewing, and solution-focused theory. Your model will need to address one of these theories used in group treatment of addictions.

Learning Activities

u02s1 - Studies

Readings

Use *Theory and Practice of Group Counseling* to read the following:

- Chapter 13, "Cognitive Behavioral Approaches," pages 347–374.
- Chapter 16, "Solution-Focused Brief Therapy and Motivational Interviewing in Groups," pages 419–443.

u02a1 - Theory Selection

Submit the theory selection portion of your final project (2–3 pages, plus title page and references). In this section, you review the literature in group counseling and addictions counseling that will influence how you create your personal model for group leadership. Refer to the Theory Selection Scoring Guide and the Course Project overview in the syllabus to ensure you meet all of the project requirements and evaluation criteria.

Submission Requirements

You are required to submit a draft of your assignment to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits.

Once the assignment is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format:

1. Submit your assignment using the following file naming format: Your Name_Assignment Number_Assignment Title (Example: Ima_Learner_u02a1_Theory Selection.docx).
2. Verify you have reviewed your SafeAssign draft report by providing the following comment in the assignment area: *"I verify that I have reviewed the SafeAssign draft report for this assignment and this work meets academic honesty expectations."*

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, use the linked resources for helpful writing information.

Course Resources

[Writing Feedback Tool](#)

[SafeAssign](#)

u02d1 - Identifying a Scholarly Article on Group Counseling

Identify a relevant scholarly article relating to the use of cognitive theory, motivational interviewing, or solution-focused theory in group counseling for addictions, and discuss how the article informs your understanding of the approach. Use the Capella library to search for current scholarly, peer-reviewed journal articles. Note: *your article cannot be one already chosen by another learner*. Be sure to cite your references in APA format.

Response Guidelines

Respond to at least one learner. Note what attracted you to their article and pose a question to help them think critically about their ideas.

In your response, do one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples.

Course Resources

Graduate Discussion Participation Scoring Guide

[APA Style and Format](#)

[Counseling: Masters Research Guide](#)

Unit 3 >> Client Placement and Preparation for Group

Introduction

Some types of groups that are run as support groups, such as Alcoholics Anonymous, do not screen members, and the preparation prior to the group is minimal. In contrast, therapeutic groups (such as those we are addressing in this course) rely on appropriate screening and preparation to create a safe and stable environment where clients can explore their issues, experience support, and learn from other group members. Clients who are unable to function in the group for a range of reasons may need extended individual counseling or a different type of group experience. Appropriate assessment is needed to determine if clients are prepared to abide by group rules such as confidentiality, whether they can tolerate sitting in the group meeting, and whether they can benefit from the information presented.

There are different group structures to consider in preparing and placing clients in groups. An open group accepts new group members as they are ready to join, while a closed group begins with a predetermined number of members and meets for a fixed period. In the open group, new members join and current members exit on an ongoing basis. Group leaders may not have a choice in determining the structure of the group if it is part of an organized treatment program. Understanding the types of groups that are typical in the treatment of compulsive and addictive behaviors provides a context for the wide range in types of groups that are possible and the different ways that they can serve clients.

Learning Activities

u03s1 - Studies

Readings

Use *Theory and Practice of Group Counseling* to read the following:

- Chapter 4, "Early Stages in the Development of a Group," pages 69–78.
- Chapter 17, "Comparisons, Contrasts, and Integration," pages 454–474.

Use the Internet to read the following:

- Substance Abuse and Mental Health Services Administration, U. S. Department of Health & Human Services. (2015). [TIP 41: Substance abuse treatment: Group therapy \[PDF\]](https://store.samhsa.gov/sites/default/files/d7/priv/sma15-3991.pdf). Retrieved from <https://store.samhsa.gov/sites/default/files/d7/priv/sma15-3991.pdf>

- Chapter 3.

Multimedia

Complete the following media presentations and try to identify client characteristics relevant for ethical group placement.

- [Prepping a Client for Group](#).
- [Group Placement Considerations](#).

This study activity is in preparation for the discussion questions in this unit.

u03s2 - Project: Preparation

In Unit 5, your Theoretical Analysis assignment is due.

To complete this section, you need to:

- Discuss the tenets of the approach you selected and how it fits with your own personal characteristics and beliefs about how people change.
- Discuss the usefulness of the approach with group counseling for addictive behavior.
- Discuss ethical considerations, including in assessment and preparation of clients for placement in a group.

Discuss cultural considerations when using this approach.

u03d1 - Prepping a Client for Group

Given the client's reaction in the *Prepping a Client for Group* video (linked in Resources), what could Ms. Van der Grift have done differently? Support your suggestions with citations from the unit readings.

Response Guidelines

Respond to at least one other learner. Compare and contrast your suggestions for Ms. Van der Grift.

In your response, do one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Prepping a Client for Group](#) | Transcript

Unit 4 >> Approaches and Cultural Considerations

Introduction

Group leadership is significantly affected by the personal qualities of the group leader. Each of us brings our unique personal strengths and weaknesses to the process; therefore, understanding how those traits affect group dynamics is crucial. The readings in this unit focus on the personality traits that affect group leadership style. Chapter 6 of TIP 41: Substance Abuse Treatment: Group Therapy summarizes relevant personality traits to consider (Substance Abuse and Mental Health Services Administration, 2015).

Culture also plays a significant role in shaping group dynamics. Group leaders bring their own culture and biases into their roles. Your readings in the Corey text will introduce you to cultural and ethical considerations in group counseling. Given the potential for negative outcomes when counselors fail to recognize the impact of culture, it is worth noting the importance of cultural competence in the treatment of substance abuse.

References

Substance Abuse and Mental Health Services Administration, U. S. Department of Health & Human Services. (2015). TIP 41: Substance abuse treatment: Group therapy [PDF]. Retrieved from <https://store.samhsa.gov/sites/default/files/d7/priv/sma15-3991.pdf>

Corey, G. (2015). *Theory and practice of group counseling* (9th ed). Boston, MA: Cengage.

Learning Activities

u04s1 - Studies

Readings

Use *Theory and Practice of Group Counseling* to read the following:

- Chapter 1, "Introduction to Group Work, Group Counseling in a Multicultural Context," pages 11–14.
- Chapter 3, "Ethical and Professional Issues in Group Practices, Ethical Issues in Multicultural Group Counseling," pages 56–59.
- Review from Chapter 2, "Group Leadership," pages 15–39, paying particular attention to pages 33–37.

Use the Internet to read the following:

- Substance Abuse and Mental Health Services Administration, U. S. Department of Health & Human Services. (2015). [TIP 41: Substance abuse treatment: Group therapy \[PDF\]](https://store.samhsa.gov/sites/default/files/d7/priv/sma15-3991.pdf). Retrieved from <https://store.samhsa.gov/sites/default/files/d7/priv/sma15-3991.pdf>
 - Chapter 6.

u04d1 - Personal Qualities of Group Leaders

Review the personal qualities for group leaders that are described in Chapter 6 of TIP 41: Substance Abuse Treatment: Group Therapy (linked in Resources) and the characteristics of group leaders described in Chapter 2 of the Corey textbook. Choose two of the personal qualities that best reflect your strengths and two that would be most challenging to you. Discuss how these strengths and weaknesses might affect the groups you lead.

Response Guidelines

Respond to at least one other learner by comparing and contrasting your choices.

In your response, do one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples.

Course Resources

Unit 5 >> Ethics in Group Counseling

Introduction

The American Counseling Association as well as the National Association of Alcohol and Drug Addiction Counselors include guidelines in their codes of ethics for group counseling providers. It is important to read and familiarize yourself with these codes.

Reading ethical guidelines tends to be much easier than applying ethical guidelines. Clinical scenarios rarely present the same way more than once, and the unique details can call into question which guidelines take precedence. As a counselor in training, it is less important for you to find the correct answer than it is to recognize the ethical dilemma. It is the recognition of the dilemma that prompts a counselor to review the appropriate guidelines and to seek supervision.

References

American Counseling Association. (2014). 2014 ACA Code of Ethics. Retrieved from <https://www.counseling.org/Resources/aca-code-of-ethics.pdf>

NAADAC, the Association for Addiction Professionals. (2016). NAADAC/NCC AP Code of Ethics. Alexandria, VA: NAADAC. Retrieved from <https://www.naadac.org/assets/2416/naadac-code-of-ethics.pdf>

Learning Activities

u05s1 - Studies

Readings

Use *Theory and Practice of Group Counseling* to read the following:

- Chapter 3, "Ethical and Professional Issues in Group Practice," pages 45–68.

Use the Internet to read the following:

- American Counseling Association. (2014). [ACA code of ethics \[PDF\]](https://www.counseling.org/Resources/aca-code-of-ethics.pdf). Available from <https://www.counseling.org>

Multimedia

- Complete the [Cultural Scenarios](#) presentation.
 - When you complete this media piece, consider some of the specific ethical concerns pertaining to group counseling that you may have. This study activity is in preparation for the first discussion in this unit.
- Complete the [Ethical Considerations in Group Treatment](#) presentation to think about ethical choices that you would make in certain situations related to group counseling.

u05a1 - Theoretical Analysis

Submit the theoretical analysis portion (3–5 pages) of your final project in which you analyze theories for the treatment of compulsive and addictive behaviors as they apply to group methods and synthesize trends in compulsive and addictive behavior research as they apply to group methods. Note that analysis means more than just describe. For example, to analyze, you might compare and contrast theories and explore the pros and cons of the use of the theory. Please refer to the Personal Model for Group Leadership course project description for more instructions and details.

Submission Requirements

You are required to submit a draft of your assignment to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits.

Once the assignment is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format:

1. Submit your assignment using the following file naming format: Your Name_Assignment Number_Assignment_Title (Example: Ima_Learner_u05a1_Theory_Analysis.docx).
2. Verify you have reviewed your SafeAssign draft report by providing the following comment in the assignment area: *"I verify that I have reviewed the SafeAssign draft report for this assignment and this work meets academic honesty expectations."*

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, use the linked resources for helpful writing information.

Course Resources

[Writing Feedback Tool](#)

[SafeAssign](#)

u05d1 - Cultural Scenarios

Choose a scenario from the Cultural Scenarios clip (linked in Resources) and discuss what an ethical group counselor would need to take into account when working with the selected client in a group setting. Assume that the client selected is the only group member representing that cultural subgroup (age and socioeconomic status can be considered cultural subgroups as well).

Response Guidelines

Respond to at least one learner. Try to choose learners who chose different scenarios, and provide feedback regarding the relevant cultural and ethical issues.

In your response, do one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

[Cultural Scenarios](#) | Transcript

Unit 6 >> Group Development: Initiating

Introduction

The beginning stage of group development is referred to as *initiating*. This includes preparing clients to join the group and establishing group norms. Clients need to understand what they can expect from the group counseling experience in order to maximize the benefits and to increase retention. Your Corey text provides considerations in selecting and preparing clients for a group, as well as steps leaders take to develop trust and cohesion.

Groups can be structured to allow new members to join at any time. This is referred to as *revolving group membership*. Revolving group membership is different from time-limited groups, which meet for a predetermined number of sessions and all of the members start at the same time. These groups can be referred to as *fixed*. Regardless of the type of group, it is important for clients to be motivated.

Mandated clients are often a reality in substance abuse treatment. Motivational Interviewing is one approach to preparing clients who may come to treatment due to external pressures. Considering the client's interpersonal skills is particularly relevant for group leaders treating addiction disorders. There can be a significant range in the level of interpersonal skills among group members, which can have a dramatic effect on group dynamics. The level of structure that group leaders provide is closely related to the ability of the group members to manage interpersonal conflict. More structured groups tend to be more common for clients who are in the early stages of recovery.

Learning Activities

u06s1 - Studies

Readings

Use *Theory and Practice of Group Counseling* to read the following:

- Chapter 4, "Early Stages in the Development of a Group," pages 69–93.

Use the Internet to read the following:

- Substance Abuse and Mental Health Services Administration, U. S. Department of Health & Human Services. (2015). [TIP 41: Substance abuse treatment: Group therapy \[PDF\]](https://store.samhsa.gov/sites/default/files/d7/priv/sma15-3991.pdf). Retrieved from <https://store.samhsa.gov/sites/default/files/d7/priv/sma15-3991.pdf>
 - Chapter 4.

u06s2 - Project: Preparation

In Unit 7, your Theoretical Practice assignment will be due.

To complete this section, you need to:

- Identify three different strategies or interventions used in the theory you selected.
- Describe how this would appear in a group setting during one of the stages of group development (initial, transition, working, or ending).
- Create a sample dialogue of clients' and counselor's statements, implementing the strategies.
- Discuss the purpose of the intervention and the anticipated outcome of its use.

u06d1 - Maximizing Group Cohesiveness

How can a counselor use the techniques from the readings of this unit to maximize group cohesiveness in the early stages of group development? Choose the techniques that are most consistent with your own approach (theory) as a group leader and explain their importance. Then describe what you expect the outcomes of these techniques to be.

Response Guidelines

Respond to at least one other learner and note how the techniques emphasized may be different depending on the approach to group counseling. Are the techniques described by the other learner consistent with the stated approach?

In your response, do one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples.

Graduate Discussion Participation Scoring Guide

Unit 7 >> Group Development: Maintaining

Introduction

After a group is established and has attained stability through a commitment from the members, the group moves into the stage called *maintaining*. During this stage, group members become more unified and take risks with self-disclosure. The members feel supported as they explore issues and gain a deeper sense of understanding. Group members are better able to handle and tolerate confrontation, and they challenge one another with more ease and confidence. Higher functioning groups can tolerate more confrontation while maintaining a supportive atmosphere. When groups are not as high functioning, group leaders may need to be more active to maintain the interpersonal safety for the group members. In higher functioning groups, the leaders continue to facilitate the group process, but they can now afford to take less active or directive roles.

It is important to remember that group development is not linear. The progress made is not automatic and is seldom a result of the group following a rigid set of rules, processes, or stages. Groups that allow revolving membership may experience a constant cycle of development as group members terminate and new members join. Effective group leaders can be instrumental in helping the group get through all of the different stages of development.

There are a number of key functions that group treatment can facilitate in the management of substance abuse. Early in the process, group treatment can help support a client's motivation to change. A group leader can encourage the group members to confront denial and challenge resistance to change. Group members who are further in their recovery can play a unique role in pointing out shared experiences and the potential benefits of positive change. When these benefits are rehearsed in groups, existing members are more likely to make a renewed commitment toward their own recovery.

The final stage of group development is termination. For closed groups, these stages of work are processed in a collaborative fashion. When there is a revolving group membership, the group is more likely to deal with frequent termination of individual members. Rituals such as a graduation ceremony may help structure the experience and offer group members cues as to how to manage their emotional reaction to a member leaving the group.

Learning Activities

u07s1 - Studies

Readings

Use *Theory and Practice of Group Counseling* to read the following:

- Chapter 5, "Later Stages in the Development of a Group," pages 94–114.

u07a1 - Theoretical Practice

Submit the Theoretical Practice section (3–5 pages) of your final project. Using the approach you selected (cognitive behavioral, motivational interviewing, or solution-focused theory), identify three different strategies or interventions used in that theory and describe how this would appear in a group setting. Create a sample dialogue of the clients' statements and the counselor's statements implementing these three strategies. Discuss the purpose of the intervention and the anticipated outcome of its use.

Submission Requirements

You are required to submit a draft of your assignment to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits.

Once the assignment is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format:

1. Submit your assignment using the following file naming format: Your Name_Assignment Number_Assignment_Title. (Example: Ima_Learner_u07a1_Personal_Model.docx).
2. Verify you have reviewed your SafeAssign draft report by providing the following comment in the assignment area: *"I verify that I have reviewed the SafeAssign draft report for this assignment and this work meets academic honesty expectations."*

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, use the linked resources for helpful writing information.

Course Resources

[Writing Feedback Tool](#)

[SafeAssign](#)

u07d1 - Group Development

Considering the various stages of group development, choose a developmental stage and address the following:

- Identify and describe an example that illustrates common group dynamics or characteristics for your chosen stage of group development.
- Describe ways in which these group dynamics or characteristics might manifest in a group specific to treating addictions.
- Identify and describe appropriate group leadership skills for facilitating the group at this specific stage of group development.
- Use the course readings to support your analysis.

Response Guidelines

Respond to at least one other learner. Compare and contrast the selected stages of development and the rationales.

In your response, do one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples.

Course Resources

[Graduate Discussion Participation Scoring Guide](#)

Unit 8 >> Models for Group Leadership: Co-Leadership

Introduction

A challenge in group counseling that differs from most models of individual counseling is co-leadership. Leading a group with another counselor requires a level of trust and communication that can be both challenging and rewarding. When the partnership is effective, the experience can be professionally gratifying and can reduce the level of stress that is common to the treatment of compulsive and addictive behavior. The opposite can occur, however, if the partnership is competitive or prone to conflicts. At times it is possible to choose your co-leader, but it is important to note that this is not always possible in training situations. It is even harder in many agencies where co-leaders are selected primarily on the basis of availability and scheduling.

One of the potentially draining aspects of leading groups for the treatment of compulsive and addictive behaviors can be resistance. Being prepared to address resistance benefits the group as well as the leader. Your textbook reveals how group members can create resistance and offers insight into some helpful responses for the behavior. Exploring how we react to a variety of direct and indirect conflicts can help provide glimpses into areas for personal growth.

Learning Activities

u08s1 - Studies

Readings

Use *Theory and Practice of Group Counseling* to read the following:

- Review Chapter 4, "Early Stages in the Development of a Group, Stage 3 - Transition - Dealing with Reluctance," pages 85–93.

Use the Internet to read the following:

- Substance Abuse and Mental Health Services Administration, U. S. Department of Health & Human Services. (2015). TIP 41: Substance abuse treatment: Group therapy [PDF]. Retrieved from <https://store.samhsa.gov/sites/default/files/d7/priv/sma15-3991.pdf>
 - Review Chapter 6.

u08s2 - Project Preparation

In Unit 9, you will submit your course project, the Personal Model for Group Leadership. Note that the course project includes all of the sections you have previously submitted. Be sure to include all revisions you have made after reviewing the feedback you received on the sections you previously submitted. Please review the course project description for more details.

- Read the course project description and review the scoring guide to ensure that you understand all requirements.
- Ask your instructor any questions that you have.
- Spend some time this week working on your assignment.

u08d1 - Dealing With Client Reluctance

Resistance in groups is a frequent concern in group therapy and in the treatment of compulsive and addictive behavior. Think about what you learned about client reluctance in your readings in this unit, and select one example of client reluctance that you might find challenging to encounter in a group session. Then generate two responses on the part of the group leader that would defuse the challenge and address the group member's reluctance.

Response Guidelines

Respond to at least one other learner and provide feedback on their response.

In your response, do one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 9 >> Personal Group Leadership Style

Introduction

Group leadership style is personal. The group leader brings his or her own personality, biases, and theoretical orientation to create a unique approach that reflects their individuality. The conscious struggle to balance one's understanding of ethical, cultural, and group development issues is intimately related to a personal group leadership style. The textbooks used in this course provide a number of considerations in contemplating group leadership.

As the course ends, your personal model of group leadership is coming into focus, and it is shaped by the many issues explored and discussed in the course. The influence of theory, personal style, ethical issues, cultural issues, group development, and leadership style have impacted how you conceptualize your personal model.

Learning Activities

u09s1 - Studies

Readings

Use *Theory and Practice of Group Counseling* to read the following:

- Chapter 5, "Later Stages in the Development of a Group, Stage 6 - Postgroup Issues - Evaluation and Follow-up."

Use the Capella University Library to read the following:

- Hill, R., & Harris, J. (Eds.) (2011). *Principles and practice of group work in addictions*. New York, NY: Routledge.
 - Chapter 1, "From Patient to Practitioner," read in Part 1, *Core Considerations in Addictions Group Work*.
 - Chapter 9, "Stop Looking at Me!", read in Part 2, *Practical Considerations in Addictions Group Work*.
 - Chapter 11, "How Do We Know the Group Has Worked?", read in Part 2, *Practical Considerations in Addictions Group Work*.

Use the Internet to read the following:

- Substance Abuse and Mental Health Services Administration, U. S. Department of Health & Human Services. (2015). [TIP 41: Substance abuse treatment: Group therapy \[PDF\]](https://store.samhsa.gov/sites/default/files/d7/priv/sma15-3991.pdf). Retrieved from <https://store.samhsa.gov/sites/default/files/d7/priv/sma15-3991.pdf>
 - Chapter 7.

u09a1 - Personal Model for Group Leadership

Submit your Personal Model for Group Leadership (9–13 pages). Note that the project includes sections you have previously submitted. Be sure to include all revisions you have made after reviewing the feedback you received on the sections you previously submitted. Please review the course project overview in the syllabus for more details.

Submission Requirements

You are required to submit a draft of your assignment to SafeAssign prior to submitting it for grading. Submit your work as a draft to check for any necessary edits.

Once the assignment is finalized and all edits have been made, submit the final version to your instructor for grading using the following file naming format:

1. Submit your assignment using the following file naming format: Your Name_Assignment Number_Assignment_Title. (Example: Ima_Learner_u9a1_Personal_Model_for_Group_Leadership.docx).
2. Verify you have reviewed your SafeAssign draft report by providing the following comment in the assignment area: "*I verify that I have reviewed the SafeAssign draft report for this assignment and this work meets academic honesty expectations.*"

Note: Your instructor may also use the Writing Feedback Tool to provide feedback on your writing. In the tool, use the linked resources for helpful writing information.

u09d1 - Challenging Issues

Reflecting upon the study materials presented in this course, what issues are most challenging and more likely to create anxiety on your part? What group counseling approaches or techniques are most helpful in dealing with these challenges?

Response Guidelines

Respond to at least one other learner and provide additional approaches that may address their challenges.

In your response, do one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples.

Course Resources

Graduate Discussion Participation Scoring Guide

Unit 10 >> Group Counseling and Specific Populations

Introduction

This unit focuses on a wide variety of populations that may be addressed in a group setting. For instance, women and older adults need to be treated in groups with specific intervention strategies and selection criteria. Abused children, juvenile offenders, and individuals with chronic diseases, emotional difficulties, or addictive behaviors need to be treated in groups with more unique goals. The important thing to remember is that you have to be able to recognize the special concerns and needs of your clients and tailor appropriate counseling interventions to meet those needs.

Take some time in this unit to acknowledge the role other learners have played in the development of your model. Note how their feedback and comments prompted you to learn more about your personal leadership style.

Learning Activities

u10s1 - Studies

Readings

Use *Theory and Practice of Group Counseling* to read the following:

- Review Chapter 1, "Introduction to Group Work," pages 3–14.

Use the Capella University Library to read the following:

- Hill, R., & Harris, J. (Eds.) (2011). *Principles and practice of group work in addictions*. New York, NY: Routledge.
 - Read the Part III, Special Considerations in Addictions Group Work selections in the following chapters:
 - Chapter 14, "Working with Cognitively Impaired Substance Users."

- Chapter 15, "Comorbidity in Groups."
- Chapter 16, "Working with Drug Users in the Criminal Justice System."
- Chapter 17, "Acceptance and Change."
- Chapter 18, "Reflection on Running a Women's Group on an Inpatient Alcohol Detoxification Ward."

u10d1 - Special Populations in Addictions Treatment

In this week's readings, you were introduced to some specific populations that offer unique challenges in addictions treatment. Choose one of the special needs groups (such as those who have been abused, juvenile offenders, and individuals with chronic diseases or cognitive impairment) and identify the aspects that clinicians need to consider in assessment and treatment.

Response Guidelines

Respond to at least one other learner and provide additional considerations for clinicians working with the selected population. In your response, do the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

Be sure to support your response with examples.

Course Resources

Graduate Discussion Participation Scoring Guide