SECTION A

Unique ID Number: CCC000525424
Discipline(s): Counseling
Division: Counseling
Subject Area: Human Services
Subject Code: HSRV
Course Number: 131
Course Title: Introduction to Group Process
TOP Code/SAM Code: 2104.40 - Substance Abuse/Addiction Counseling*/C - Occupational

Rationale for adding this course to the curriculum: Change subject code from COUN to HSRV

Units: 3
This Course Is: AA/AS Degree
Certificate/Skill Award
Degree Applicable
Distance Ed
Transfer Prep

Cross List: N/A
Typical Course Weeks: 18

Total Instructional Hours
Contact Hours:
Lecture: 54.00
Lab: 0.00
Activity: 0.00
Work Experience: 0.00
Total Contact Hours: 54

Hours per semester in outside of class assignments: 108.00
Open Entry/Open Exit: No
Maximum Enrollment
Grading Option: Letter Grade Only
Distance Education Mode of Instruction
On-Campus
Hybrid

SECTION B

General Education Information:

SECTION C

Course Description
Repeatability May be repeated 0 times
Catalog An introduction to educational and process groups in human services and addiction treatment work settings including theoretical foundation, stages and processes; roles, responsibilities and ethics; strategies and techniques for facilitating group process. Students practice and demonstrate competencies through participation and demonstration of group work.

Schedule An introduction to educational and process groups in human services and addiction treatment work settings.

SECTION D

Condition on Enrollment
1a. Prerequisite(s)
   • HSRV 120
   • HSRV 122
   • HSRV 124 or
   • Assessment by Program Coordinator or Instructor.
1b. Corequisite(s): None
1c. Recommended: None
1d. Limitation on Enrollment: None

SECTION E

Course Outline Information
1. Student Learning Outcomes:
   A. Conduct a process and/or content group in a human services or addiction treatment setting.
   B. Demonstrate ethical and professional behavior of group leaders.

2. Course Objectives: Upon completion of this course, the student will be able to:
   A. Identify and describe the theoretical foundation of group process with clients in human services and substance use settings.
   B. Identify and define culturally sensitive models and strategies of groups.
   C. Compare and contrast the various stages of group development and apply appropriate strategies for each stage.
   D. Define and demonstrate understanding of the function of group dynamics, including group type, purpose, size, responsibilities, goals, and behavioral ground rules.
   E. Describe and document client behavior in groups for the purpose of documenting client progress.
   F. Conduct self-evaluations as a group leader to enhance self-awareness and performance.
   G. Define and discuss ethical and professional behavior of group leaders including the need for continuing education.
   H.

3. Course Content
A. Theoretical foundation of group process
   a. History of group process
   b. Major theorists
   c. Application of group process to human services and substance use settings
B. Culturally sensitive models of groups
   a. Culturally sensitive theorists
   b. Groups for various populations: adolescent groups; adult groups; gender specific groups; multi-family groups
C. Stages of group development
   a. Strategies and techniques for each stage
   b. Selection and exit of group members: entry of new group members; transition of exiting group members (termination or graduation)
   c. Interventions to protect group members
D. Function of group dynamics
   a. Group types: process groups; content groups
   b. Selection and screening of group members: assessing for danger in groups
   c. Group cohesion
   d. Group goals, outcomes, purpose and responsibilities
   e. Ground rules
   f. Problem solving in groups
   g. Group decision making
   h. Conflict resolution: group termination, graduation and referrals
E. Documenting client behavior
   a. Written documentation of client behaviors and progress
F. Self-evaluation as a group leader
   a. Strengths and weaknesses
   b. Identification of supervision in human service and addiction treatment settings
   c. Evaluation of co-leaders of groups
G. Ethical and professional behavior of group leaders
   a. Code of Ethics for Certified Addictions Treatment Counselors: confidentiality; informed consent and reporting mandates
   b. Continuing education
   c. Supervision of group leaders
   d.

4. Methods of Instruction:
   Discussion
   Lecture
   Observation and Demonstration
   Lecture, discussion, group work, scenarios, and case review. 1. Lecture of theories of group counseling. 2. Discussion and group work to practice role of leader/co-leader in groups. 3. Students will evaluate scenarios and video case reviews of various types of groups.

5. Methods of Evaluation: Describe the general types of evaluations for this course and provide at least two, specific examples.
   Typical classroom assessment techniques
   Exams/Tests --
   Quizzes --
   Papers --
   Oral Presentation --
   Group Projects --
   Class Participation --
Additional assessment information:
Grades will be based upon:
A final, a midterm, quizzes, writing exercises, and observation and evaluation of ability to run
groups.
Examples:
1. Students will take turns as leaders/co-leaders of in-class content and process groups, and
be given peer and instructor written evaluation of their performance.
2. A written quiz or final on the ethical and professional behaviors and expectations of group
leaders.

Letter Grade Only

6. Assignments: State the general types of assignments for this course under the following
categories and provide at least two specific examples for each section.
A. Reading Assignments
   Selected readings from the textbook, periodicals or the library collection covering theory
   and applications of group process work.
   
   For Example:
   1. Read the chapter on the theories of group counseling and in collaborative learning
groups discuss the merits of each theory.

   2. Read the chapter on the stages of groups, watch a video vignette on a process group,
and then identify the stages of group process in the classroom discussion groups.

B. Writing Assignments
   Written essays and papers on the topics of group process.

   For example:
   1. In an essay, define the differences between process groups and content groups.

   2. Utilizing the Addiction Counselors Competencies, identify 5 group process
competencies and in a written paper, apply them to an AOD recovery gro

C. Other Assignments
   Journal entries to document observations and findings of group process.

   For example:
   1. Using journal entries, evaluate one's performance as a group leader in a group role-
play. Specifically document the groups? stage, communication style, and note some
   group members? behaviors.

7. Required Materials
   A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or
   other print materials.
   Book #1:
   Author: Jacobs, Masson, Harvell
   Title: Group Counseling: Strategies and Skills
   Publisher: Cengage Publishers
   Date of Publication: 2016
<table>
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<th>Edition</th>
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<td>Book #2:</td>
<td>Marianne Schneider Corey, Gerald Corey, &amp; Cindy Corey</td>
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<td>Author:</td>
<td>Groups: Process and Practice</td>
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<tr>
<td>Title:</td>
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<td>Publisher:</td>
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<td>Edition:</td>
<td>Johnson, David &amp; Johnson, Frank</td>
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<td>Book #3:</td>
<td>Joining Together: Group Theory and Group Skills</td>
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<tr>
<td>Author:</td>
<td>Pearson</td>
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<tr>
<td>Title:</td>
<td>2012</td>
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<td>Publisher:</td>
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<td>11th</td>
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<td>Book #4:</td>
<td>Toseland, Ronald &amp; Rivas, Robert</td>
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<tr>
<td>Author:</td>
<td>An Introduction to Group Work Practice</td>
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<tr>
<td>Title:</td>
<td>Pearson</td>
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<tr>
<td>Publisher:</td>
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<td>Book #5:</td>
<td>Federal Government</td>
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<td>Author:</td>
<td>Addiction Counseling Competencies: The Knowledge, Skills, and Attitudes of Professional Practice</td>
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<tr>
<td>Title:</td>
<td>Technical Assistance Publication (TAP) Series 21; SAMHSA Publication No. SMA12-4171</td>
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<tr>
<td>Publisher:</td>
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**B. Other required materials/supplies.**