1. **COURSE TITLE: Affective Education and Group Process**
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION\*:** HSSR 1135
3. **PREREQUISITE(S): None COREQUISITE(S): None**
4. **COURSE TIME:**

**LOCATION:**

**MODALITY:**

1. **CREDIT HOURS: 3 LECTURE HOURS: 3**

**LABORATORY HOURS: 0 (contact hours) OBSERVATION HOURS: 0**

1. **FACULTY CONTACT INFORMATION:**

**Instructor: Your Name**

**Phone: 937-393-3431 Ext.**

**Email: yourname@sscc.edu**

**Office hours:**

1. **COURSE DESCRIPTION\*:**

This course emphasizes the principles of therapeutic group facilitation, intrapersonal and interpersonal communication processes, and personal growth and development in generalist practice and chemical dependency settings. Topics include group formation, group leadership skills, examining motives for entering the helping professions, conflict resolution, rapport building, and verbal and non-verbal communication. Current issues, ethics, and specific needs of various populations will be featured. Features heavy emphasis on experiential learning, awareness of group dynamics, and practice of group leadership skills through Participation as a group member in the laboratory setting.

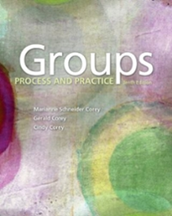
This course provides some of the required hours for application for a Preliminary CDCA, the renewable CDCA, and LCDC II, as listed by the Ohio Chemical Dependency Professionals Board.

1. **LEARNING OUTCOMES\*:**

After this course, students will be able to:

1. Explain the ethical and professional guidelines that govern therapeutic group leaders' behavior in generalist and chemical dependency settings.
2. Identify life issues and personality traits that impact interpersonal communication and relationships.
3. Demonstrate ability to use skills to create behavioral change with groups and individuals.
4. Understand the influence of feelings and emotions on the behavior of individuals and groups.
5. Participate actively and appropriately as a member of a therapeutic group in the laboratory setting.
6. Describe the issues and skills associated with forming and organizing a therapeutic group.
7. Identify reasons for entering the helping professions and describe workers' issues and experiences that may prevent effective delivery of services to clients.

**9. ADOPTED TEXT(S)\*:**

**(Textbook One)**

Corey/Corey/Corey's Groups: Process and Practice, 10th Edition

Cengage Learning

Looseleaf + MindTap PAC Bundle: ISBN 9781337550352

Students are encouraged to acquire their Cengage textbooks through the [SSCC Bookstores](https://www.sscc.edu/services/bookstore.shtml#textbooks) or directly from [Cengage](https://www.cengage.com/unlimited/). Cengage Unlimited allows a student to receive access to Cengage's entire textbook catalog, and all digital resources, for a flat fee.

What does this mean to you? First, students can get ALL Cengage textbooks for one price.

Cengage Unlimited:

• 1-Term Access Student/List Cost $119.99 – ISBN 9780357700006

• 1-Year Access Student/List Cost $179.99 – ISBN 9780357700013

• 2-Year Access Student/List Cost $239.99 - ISBN 9780357700020

Free print rental is available with any activated Cengage Unlimited digital course for only $7.99 shipping and handling per hardcopy textbook (this price is based on the average MSRP of Cengage hardcopy textbooks)

Also, students are given the option to purchase a loose-leaf copy to keep after they activate their digital course for anywhere between $20-and $50 (price dependent on title).

If you purchased Cengage Unlimited last semester with either the 1- or 2-year option, there is no additional cost for this course.

**Important things to know about what you need to buy to pass this course:**

MindTap is required to do your reading, homework, and quizzes; and therefore required to pass this course. However, MindTap contains an ebook, so you have a less expensive option to buy.



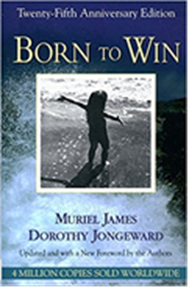
How Do I Love Me? 3rd edition (Textbook Two)

Helen Johnson

ISBN-10: 1879215349

ISBN-13: 978-1879215344

Copyright 1998. Sheffield Publishing Company



Born to Win, 25th edition (Textbook Three)

ISBN-10: 0201590441

ISBN-13: 978-0201590449

Muriel James and Dorothy Jongeward

Copyright 1996. Addison-Wesley Publishing.

**10. OTHER REQUIRED MATERIALS\*\*:**

Southern State Community College offers technical support for students. Please see the following information about technology requirements and how to access assistance. Please note that your Instructor does not have access to the systems that support email, MyCanvas, and other publisher platforms for online learning. Therefore, you need to utilize the information below to resolve any technical issues related to your education at SSCC.

[Click Here for Student Technology Resources](https://www.sscc.edu/academics/student-technology-resources.shtml)

**11. GRADING SCALE\*\*\*:**

## The grading scale will follow the policy in the college catalog:

## A 100 – 90

B 89 – 80

C 79 – 70

D 69 – 60

F 59 – 0

**12. GRADING PROCEDURES OR ASSESSMENTS:**

|  |  |  |
| --- | --- | --- |
| **Assessment/Assignment** | **Points** | **Maximum Points** |
| Attendance (15 weeks classes) | Two each day present  (30 classes) | 60 |
| Attendance for Final’s Week is Mandatory | 50 | 50 |
| Class Participation  (30 classes) | 0-5 | 150 |
| \*\*Therapeutic Exercise Assignment | 130 | 130 |
| MyCanvas Discussions | 15 (10 forums) | 150 |
| Journal on Canvas | 15 (20 entries) | 300 |
| Know Yourself | 25 | 25 |
| Action Plan | 20 | 20 |
| Assignments in MindTap | 100 | 100 |
| Group Proposal | 100 | 100 |
| Final Group Experience | 25 | 25 |
| Total Points Possible |  |  |

A. Attendance – you earn points for each class. Holidays are an automatic 2 points.

B. Finals Week – you must attend. Participation in the final group is worth 25 points.

C. Class participation is monitored each time we meet. See the rubric for the grade on this in MyCanvas. It is specific yet allows for the assignment of points at the Instructor's discretion and their professional experience in group facilitation.

D. Therapeutic Exercise Assignment is a mandatory project. Students cannot pass the course without completing this assignment. See MyCanvas for specific instructions and the grading rubric.

E. Discussions – you must participate in the weekly discussions. Discussions respond to the readings for the first textbook and additional topics. A student must complete at least 8 of the 10 to pass the course. If you fail to post and respond to at least 8 of the discussions, you will automatically fail the class. There will be a rubric for grading the discussions; this may be similar to or exactly like those used in previous courses. You must respond to others as part of the discussions– if you fail to respond to others, you will not earn any points even if you posted. Just posting a response does not constitute completing at least eight discussions – you must respond to others for your posts to be considered complete.

F. Journal entries - Students must complete journal entries in MyCanvas. These will be in Canvas with a specific deadline date and time. All journal entries ARE REQUIRED TO BE TURNED IN ON CANVAS. NO EXCEPTIONS. Late submissions of journal entries are not permitted. The journal entries are typically responses to the readings due each day or week. In addition, Journal entries may be a response to the group experiences within the classroom.

G. Know Yourself – students will complete this assignment MyCanvas. The directions for the assignment and rubric are available there.

H. Action Plan – students will complete this assignment in MyCanvas. It is part of the third textbook

I. MindTap –Complete assignments per the modules and calendar in MindTap

J. Create a proposal for a counseling group you would like to organize and lead in either mental health, school setting, or addictions treatment center. Using APA 7th format, write a proposal in paragraph form that includes:

Overview

• Group duration (long term or short term), and whether the group is developmental, preventative, or remedial

• Group structure and goals (why does the group exist? what is the focus? what might participants gain from the group?)

• Rationale for the group, rather than individual counseling

• Group logistics (when, where, and how often the group will meet)

• Evaluation (how will you evaluate the group, i.e., how do you know it is accomplishing its goal? How often will you evaluate?)

Membership

• Member recruiting (target population, voluntary or mandatory, selection techniques, announced or hand-picked, screening techniques, desired size)

Leadership

• Group leadership (leader qualifications, solo leader or co-leaders, member involvement in leadership)

• Theoretical framework (what framework will you work from, i.e., gestalt, client-centered, psychodynamic? What techniques and procedures might you employ?)

• Follow-up (what follow-up procedures might you use? How will you help each member assess progress toward their personal goals?)

• Individual consultation (to what extent will you be available for individual work with

group members? Will you meet them privately or expect concerns to be brought up in the group only? How might you suggest a referral for a particular member?)

Session format and flow

• Informed consent (what aspects will you include? what safeguards will you use?)

• Ground rules (what ground rules will be in place, and how will they be communicated?)

• Ethics (considerations and guidelines)

• Group stages (what do you expect to be the characteristics of the various stages of the group? What will be your function at each of these stages? What will be your expectations of each of these stages?)

Conclusion

* A summary of your proposal and rationale for why the agency or school should accept the proposal

Appendix

* Develop at least three sessions to demonstrate the group proposal
* Introduction for the first group
* A topic that would be covered in your group
* The final session for the last group summarizes learnings in the group and discusses termination.

The content portion of the paper should look like this:

Introduction

Witty and insightful text goes here.

Overview

Witty and insightful text goes here.

Membership

Witty and insightful text goes here.

Leadership

Funny and insightful text goes here.

Session Format and Flow

Witty and insightful text goes here.

Conclusion

Witty and insightful text goes here.

Appendix

Witty and insightful text goes here. Three pages, one for each group session, as indicated above.

Papers should consist of at least five content pages, including title, abstract, reference pages, or appendix. The total page number is eleven. Please remember to follow APA 7th format, including the section headers provided above, and note that this is a paper, not merely a question and answer outline. You can add subheadings used in the APA format to make the proposal readable. It should flow as a narrative and cover all of the information involved. Be sure to remove the extra space between paragraphs! Include at least three peer-reviewed journal articles that support the rationale for the group you propose.

K. Final Group Experience – Lead by the professor

Additional Information:

The expectation of confidentiality is followed in this class. If you breach another student's confidentiality, the Instructor will reduce the entire letter grade for the first incident. A second breach of confidentiality will result in an "F" for the class. Breach of confidentiality is a professional issue and paramount for this experiential course.

**The course is skills-based and experiential learning; class participation and attendance matter.**

**Due to this course's skills-based and experiential nature, class participation and attendance are vital to the learning process.** Much of the learning happens in the classroom by participating in discussions and other learning activities. Students with low levels of class participation and poor attendance will likely be disappointed in their final grades.

If you aren't here, you can't participate.

**Attendance --** To be counted present, students must be **on time** for class and stay for the entire class session. Students who are late to class, or leave before class ends, will be counted absent for that day.

At the Instructor's discretion, the evaluation may be based on any or all of the following: final exam, mid-term exam, chapter tests, quizzes, term papers and themes, class projects, group leadership, attendance, class participation, and other assignments. The above chart depicts current specific ways students will be evaluated; however, the previous sentence lists ways to add to the chart under "other assignments." Again, it is the discretion of the Instructor to revise and add assignments.

* **ALL** documents are submitted electronically via MyCanvas. The Instructor will not accept assignments via email. You will be required to upload the documents; attach the files per the due dates' instructions. The only exception for this may be Discussions or other assignments that only provide a textbox that requires you to answer specific questions. If you must answer particular questions, do so in the textbox provided, do not attach a file. NO ASSIGNMENTS WILL BE ACCEPTED IF SUBMITTED VIA EMAI IN CANVAS OR THE OUTLOOK SYSTEM.
  + Students need to be comfortable with using technology. The federal government mandates the use of electronic health records. Many social service organizations also use electronic records to document interactions with clients, even if their recording information is not related to an individual's health. As a result, in this class, you must submit ALL assignments through Canvas in the actual course, not the email in Canvas. Projects submitted via email in Canvas or the college email system will receive a zero (0).
  + If you do not know how to submit documents, there are tools in Canvas and links throughout this syllabus to use to learn. However, it is your responsibility to understand how to submit documents.
* If you fail to submit the documents by the due date, you will receive zero points. There will be no exceptions to this.
* If you do not know how to upload documents, you need to contact Canvas Support. There are also tutorials available in Canvas and through Canvas Support to help you. Emailed documents will not be accepted. If you do not upload documents before the due date and time, you will receive zero points.

**13. COURSE METHODOLOGY:**

Students will participate in at least fifteen (15) experiential group sessions in the classroom/lab setting under the Instructor's supervision. Concepts from required textbooks will be used as discussion topics for frequent experiential group participation and facilitation work. **In addition, each student** will facilitate a **twenty-minute experiential therapeutic exercise** with other students serving as participants in the classroom/lab setting. Interactive class discussion is expected, and staying current on reading assignments is necessary to participate adequately in class discussions.

This course will utilize lectures, case studies, class discussions, small group projects, and group discussions. This course will also use power points to supplement the material in the textbook. Videos (i.e., movies, Tedtalks, music, or otherwise) may be used in addition to the textbook and power points for the class to supplement the primary textbook. Interactive class discussion is encouraged, and staying current on reading assignments is necessary to participate in class discussions adequately. These may be viewed in class or assigned throughout the semester to view and be prepared to discuss in class. The Instructor may post links to videos in the learning management system, MyCanvas. In addition, the Instructor may require the students to write a reflective paper on any video, music, or otherwise, shown in class or directed to be viewed outside of class hours.

The course is sensitive. Various topics, including trauma, are personal and relevant to all individuals. The Instructor will advise students on self-care during the class. Confidentiality is expected, and if it is not respected, students may be dropped from the course.

Attendance:

One of the greater expectations of this course is fulfilling your obligation of attendance. While your readings cover a substantial proportion of the course content, classroom participation is the most integral part of this course. As attendance will be taken every day and is part of your overall grade, you must minimize the number of absences you may have. You will start with a 100-point attendance pool. For each absence, you will lose points from the attendance pool. For example, the student would need to withdraw from the course with seven absences. If you do not withdraw from the course, you will receive an "F" as your final grade. It is your responsibility to sign the attendance sheet as it is passed. If you request the Instructor add your name to the attendance sheet after class because you missed it as when passed around, you will be counted as tardy. See more information below on tardiness. If you are absent a day, you must ask the Instructor the next class day if you missed a handout, as these may contain information that can be included on quizzes and exams.

Tardiness:

Tardiness is a significant issue as well. It deprives you of needed classroom participation time; it is incredibly disruptive to the overall classroom flow and dynamic. Occasional lateness is understandable; consistent tardiness is not. For every three occurrences of tardiness, you will be given an absence. Treat this course as a serious learning endeavor and come to class on time. Tardiness will be defined as being late for the scheduled start of the class. For example, if the class begins at 3:00 pm and you arrive at 3:01 pm, you will be considered tardy. If the Instructor is late due to unforeseen events and you arrive later than the scheduled class, you will not be counted as tardy before the Instructor.

Cell Phones:

There is no reason for cell phones in class. Therefore, there is a simple rule: NO CELL PHONES ARE ALLOWED IN CLASS. Put them away from your visibility. The only exception is if you have an occupation that requires you to be on call. If that is the case, you must inform me for consent to have a cell phone.

Despite the attempted subterfuge, it is easy to spot when someone is texting. Don't have your cellphone out. If you have a cell phone out, an absence may be recorded.

Children in Class: Please do not bring children into Human Services classes, regardless of the reason. Many of the discussions held in Human Services classes feature mature topics and may not be suitable for children. Additionally, some students may feel uncomfortable engaging in class discussions on mature topics when children are in the room. So, please do not bring children to class.

Sleeping:

Sleep at home, not here. If you sleep, you are not present. If you are caught sleeping, you will be marked as being absent.

Disruptive Behavior:

Any behavior that distracts other students from learning and participating is disruptive. The disruptive behavior most commonly occurs in holding loud conversations during class (but not limited to such). If you are disruptive, you may be asked to leave the class and an absence recorded.

Academic Honesty:

Academic honesty is a must in an institution of higher learning. Academic dishonesty includes (but is not limited to) cheating, plagiarism, or helping another student engage in academic dishonesty. If a student engages in academic dishonesty, the student may receive an automatic failing grade for the assignment or course at the Instructor's discretion.

Reading:

Students are expected to complete the assigned reading before class to be prepared for class. Likewise, your writing assignments and exams will cover a significant portion of the assigned readings. In the tentative outline, you will see when readings are due. Looking at the chart, you will see a corresponding day with each textbook chapter. If there are additional readings, the Instructor may include these within the syllabus, post an announcement in MyCanvas, or have the reading title available on a specific assignment in the learning management system. If reading is posted in MyCanvas, you will need to locate the electronic version of the article (typically a journal article) if a PDF is not posted. The necessary information about the article – author, name of the journal, date, page numbers, etc. will be noted in the MyCanvas system. It is your responsibility to read all assigned items beyond the required textbook for the course.

**14. COURSE OUTLINE: *This outline must be followed per the endorsement of the HSSR 435 A Program.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **HSSR 1135 Affective Education and Group Process OCDP Board Content Hours** | | | | |
| **Week** | **Lecture and Class Discussion** | **Assessment/Assignment** | **Student Learning Outcome** | **OCDP Board Educational Hours** |
| **Week One** | Distribute and review the syllabus. Discuss expectations for the class.  The rationale for the use of group interventions  Types of groups in generalist and chemical dependency settings  Multicultural Perspective  Individual diversity and the group process  Values imposition  Modeling for group members | Discussion Due – Introductions  Textbook One: Chapter 1 | 1-7 | **C3 -2 hours**  **C9 – 1 hour** |
| **Week Two** | Group Leadership Skills  Co-Leadership Models  Evidence-based Group Counseling  Increasing demand for group facilitation skills in chemical dependency and generalist settings  Applying the concepts of group dynamics in chemical dependency settings  Ethical Issues in Group Counseling  Group Membership  Involuntary Clients  Informed Consent  Confidentiality  Code of Ethics for AOD Counselors versus another licensure  Ethics versus Law  Conflict with personal values  Competence in Group Facilitation  Role Clarification and boundaries | Discussion due on Textbook One: Chapters 2  Discussion due on Textbook One: Chapter 3 | 1, 2, 3, 4, 6 | **C3 – 1 hour**  **C9 – 2 hours** |
| **Week Three** | Group Process – Stages of Development: form, storm, norm, perform, and adjourn  Needs assessment and group proposal  Screening group members  Preparing individuals for group membership  Pros and cons of group interventions  Homogenous and heterogeneous groups  Billable units and documentation requirements  Participation and facilitation in the practice setting – Identify feelings | Discussion on Textbook One: Chapter 5  Journal Entry due on Textbook Two: Preface, Introduction, & Chapter 1 | 2, 3, 4, 6 | **C3 – 1 hour**  **C4 – 1 hour**  **C8 – 1 hour** |
| **Week Four** | Dynamics of groups in the early stages – fear, expectations, trust  Cultural diversity and the impact on group formation – group members and the counselor  Managing conflict – hidden agendas?  AOD treatment groups – standard check-in: clean date, drug of choice, sponsor?, # of meetings, Step? feeling word for today, the goal for today  How AOD group members may present initially or while using  Self-disclosure and group counselor skills  Participation and facilitation in the practice setting | Discussion on Textbook One: Chapter 6  Journal Entry due on Textbook Two: Chapter 2 |  | **C3 – 3 hours** |
| **Week Five** | Facilitating the transitional phase and group dynamics  The appropriate role for the group facilitator and leadership styles  Identification of feelings beyond the "check-in" word used by some AOD counselors  Techniques to build group cohesiveness  Theoretical approaches to resistance  Vulnerability and control  Conflict as a therapeutic tool in groups  Confrontation to ensure safety  Co-leadership and the transitional period  Participation and facilitation in the practice setting | Discussion due on Textbook One: Chapter 7  Journal Entry due on Textbook Two: Chapter 3 | 2, 3, 4, 5, 6 | **C3 – 3 hours** |
| **Week Six** | Facilitating the working stage and group dynamics  The appropriate role of the group facilitator and leadership style  Commitment from group members  Appropriate challenging – what it looks like and sounds like: the use of clarifying statements and questions  Group norms and behavior – the "typical" AOD treatment group depends on the level of care and evidence-based practice  Homework as a technique  Power – who has it?  Humor  Participation and facilitation in the practice setting | Discussion due on Textbook One: Chapter 8  Journal Entry due on Textbook Two: Chapter 4 | 2, 3, 4, 5, 6 | **C2 – 1 hour**  **C3 – 2 hours** |
| **Week Seven** | Facilitating the final phase and group dynamics  Preparing for closure, termination, or graduation – a celebration of the completion of group treatment in AOD group treatment  Identification of feelings related to leaving a group – processing the experience and the emotions  Learning outcomes for group members – goals, reports per releases on file, discharge summaries.  Discharge planning starts when the group begins  Relapse Prevention techniques and sabotage of the discharge  Follow-up after completion of group  Participation and facilitation in the practice setting | Discussion due on Textbook One: Chapter 9  Journal Entry due on Textbook Two: Chapter 5 | 2, 3, 4, 5, 6 | **C2 – 1 hour**  **C3 – 1 hour**  **C8 – 1 hour** |
| **Week Eight** | Facilitating groups in schools and the dynamics  Ethics and laws  Treatment versus Prevention  Prevention – Primary, Secondary, Tertiary  Needs assessment, risk factors, target populations, and program criteria  Play therapy is a technique in group work with children and adolescents  Developmental themes of adolescence and group work  Identification of feelings for kids versus feelings for adults – language  Motivation and creativity to engage teenagers  Focus on Wellness  College Group Work – Needs assessment and development of close-ended groups  Participation and facilitation in the practice setting | Discussion due on Textbook One: Chapter 10  Journal Entry due on Textbook Two: Chapter 6 | 1, 3, 4, 5, 6 | **C7 – 2 hours**  **C9 – 1 hour** |
| **Week Nine** | Facilitating groups for specific populations within the community – special consideration for dual diagnosis and prevention  Women – power, trust, specific issues of trauma  Men – positive masculinity  Domestic Violence Offenders – accountability, more than just anger management  Older Adults – socialization; healthy versus Participation and facilitation in the practice setting unhealthy aging population  Wellness for all populations and risk factors for substance use disorders, mental health disorders, poverty, etc.  Grief work in groups of all ages – techniques to process grief  Participation and facilitation in the practice setting | Discussion due on Textbook One: Chapter 11  Journal Entry due on Textbook Two: Chapter7 | 1, 2, 4, 5, 6 | **C2 – 1 hour**  **C7 – 2 hour** |
| **Week 10** | Theories applicable to group work community settings and chemical dependence settings  Why use a theory?  Thinking, Feeling, and Behaving Model  Psychodynamic approaches – Psychodynamic and Adlerian group dynamics: bring the past into the present  Transference versus connectedness  Experiential and relationship-oriented approaches  Cognitive Behavioral approaches  Post-Modern Approaches  Multicultural perspective  Integrative approach  Developing your approach as you consider group counseling as your vocation  Describe worker's issues and experiences which may prevent effective delivery of services to clients  Participation and facilitation in the practice setting | Discussion due on Textbook One: Chapter 4  Journal Entry due on Textbook Two: Chapter 8  Journal Entry due on Textbook Two: Chapter 9  Journal Entry due on Conclusion, & Action Plan | 2, 3, 4, 5, 6 | **C3 – 3 hours** |
| **Week Eleven** | The Existential Perspective  Philosophical Framework  Our choices define us  We limit ourselves by the choices we make  Transactional Analysis in group intervention  What are transactions, and why are they important?  Gestalt Therapy in groups and dynamics  Here and now  Psychodrama  Transference and countertransference  Applying counseling skills in group facilitation  Participation and facilitation in the practice setting | Journal Entry due on Textbook Three: Preface & Chapter 1  Journal Entry due on Textbook Three: Chapter 2 | 2, 3, 4, 5, 6 | **C3 – 3 hours** |
| **Week Twelve** | Knowing yourself as a helper  Examining motives for entering the helping professions  The person-centered approach  You're here-and-now reactions as a technique  The use of expressive arts  Behavior therapy for groups and the dynamics  Techniques role-play and rehearsal  Cognitive therapy – automatic thoughts, negative thinking patterns feed depression, related to relapse  Participation and facilitation in the practice setting | Journal Entry due on Textbook two: Chapter 3  Journal Entry due on Textbook Three: Chapter 4 | 2, 3, 4, 5, 6, 7 | **C3 – 3 hours** |
| **Week Thirteen** | Specific theories for chemical dependence groups and dynamics  Rational Emotive Behavior Therapy  (REBT)  The ABCDE Method  Beliefs influence how you feel and what you do  Relapse Prevention – role play also "playing the tape through"  Choice Theory/Reality Therapy  Influence of personal choices on the workplace, clients, and ethics  The assumption is that people are motivated to change.  How to better meet needs  WDEP Model  Is that working for you?  Participation and facilitation in the practice setting | Journal Entry due on Textbook Three: Chapter 5  Journal Entry due on Textbook Three: Chapter 6 | 2, 3, 4, 5, 6 | **C3 – 3 hours** |
| **Week Fourteen** | Specific theories for chemical dependence groups and dynamics  Motivational Interviewing  Strengths, abilities, resources, and competencies  Reduce ambivalence and increase intrinsic motivation  Payoff Matrix  Stages of change  Stages of treatment  Identifying skills for service and facilitation tools  Participation and facilitation in the practice setting | Journal Entry due on Textbook Three: Chapter 7  Journal Entry due on Textbook Three: Chapter 8 | 2, 3, 4, 5, 6, 7 | **C3 – 3 hours** |
| **Week Fifteen** | Theories applicable to group work community settings and chemical dependence settings  Solution-focused Brief Therapy  Not just talk, create solutions  Change is constant and to be expected  Future-oriented and what needs to be done now to have that future life  Questions, questions, and more questions!  Feminist therapy in groups and the dynamics  Not just for women  Gender-role and socialization  Empowerment – what is it and how to use it appropriately  Narrative Therapy in groups and the dynamics  Everybody has a story  Making meaning from the story – the significance of our story  The client is not the problem; the problem is the problem.  Co-creation of an alternative story based on competence  The group is an audience to hear the 'new' story  The challenges of life versus life's problems  Multicultural perspective in groups based on these theories  Participation and facilitation in the practice setting | Journal Entry due on Textbook Three: Chapter 9  Journal Entry due on Textbook Three: Chapter 10 |  | **C3 – 3 hours** |
| **Finals Week** | Finals week – MUST BE PRESENT to participate in a group activity as a class | Final Journal Entry Due | 1-7 |  |

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Communication Policy**

MyCanvas is the primary communication tool in this course. Students must check the course site for announcements and monitor their email in MyCanvas regularly. In addition, emails to the Instructor must be sent from the email system in MyCanvas. The email in MyCanvas is the most efficient means to contact the Instructor for this course. Canvas has an application for iPhone and Android systems, enabling communication to be more efficient for students and instructors.

***Failure to read course announcements, instructor emails, or the course assignment schedule does not justify late assignments or failure to comprehend due dates.***

All assignment submissions are via MyCanvas. Written assignments must be submitted using the MyCanvas course assignment links. The assignments include submitting your papers or answers using a survey or test instrument. Other written assignments may be submitted in any of the following formats: Microsoft Word (.doc) preferred; Rich text format (.rtf); Plain text (.txt); Adobe Acrobat PDF (.pdf). All written assignments must be one document that is one attachment, not multiple attachments. Multiple attachments submitted for one written assignment will not be accepted and will result in a zero for the assignment even if submitted before the due date.

**ACADEMIC MISCONDUCT (Student Handbook, Page 38)**

[Click Here for a Link to Student Handbook](http://www.sscc.edu/students/assets/student-handbook.pdf)

**Southern State is committed to providing educational opportunities that promote students' academic, professional, and personal growth.  To these ends, all members of the College are expected to uphold the highest academic and ethical standards.**

Types of Misconduct are

1. Any unauthorized use of material (books, notes of any kind, and so forth) during an

examination, test, or quiz.

2. Copying from another student's work or permitting one's work to be copied during

an examination, test, or quiz.

3. Unauthorized use of equipment (computers, calculators, or any type of educational or laboratory equipment).

4. Permitting a person to pose in one's place during an examination, test, or quiz or

posing as another person during an examination, test, or quiz.

5. Altering an examination, test, or quiz, or any other type of evaluated work in an effort to have the work re‐evaluated for a higher grade.

6. Plagiarizing or permitting one's work to be plagiarized.

7. Using unauthorized or improper methods to determine in advance the contents of an examination, test, or quiz.

8. Unauthorized use of computer software during an examination, test, or quiz.

9. Submitting as one's own work a work of art, speech or oral report, a musical composition, a computer program, a laboratory project, or any other creation done by another person.

For further definition, student responsibilities, charges, sanctions, and the appeal process, visit:

[Click here for a Link to Academic Misconduct and Regulations](http://www.sscc.edu/academics/regulations.shtml#academic‐misconduct)

**Further clarification on plagiarism**

Understanding plagiarism can be confusing. Violations of these standards include cheating, plagiarizing; submitting, without permission, a paper or assignment completed for one class to fulfill a requirement for another class; fabricating materials, using materials in an unauthorized manner; misrepresenting academic records; or facilitating academic dishonesty.

To clarify, copying word for word from any source without enclosing the material in quotation

marks and citing the source and page number of the quote is considered plagiarism. Re-writing original ideas in your own words without citing the source of the ideas is also considered plagiarism. **You can again not turn in previous assignments for other courses to meet the requirements for this course. If you do, you will receive a zero (0) on the assignment and risk the possibility of failing the course automatically.**

**16. FERPA:\***

Students need to understand that others may see your work. For example, others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes.

Students also need to know that there is a strong possibility that their work may be submitted to other entities for plagiarism checks.

**17. DISABILITIES:\***

**Accessibility and Accommodations:** Southern State Community College is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request.

**Students with disabilities:** If you seek classroom accommodations under the Americans with Disabilities Act, you must register with the Disability Services Office.

If you have a condition or situation that would make it difficult for you to carry out the work as outlined, please notify the Instructor as soon as possible. In addition, students with disabilities may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431 ext. 2604. You can also use the following link to check out the web page for the College and more information for more information.

[Click Here for a Link to Disability Services](http://www.sscc.edu/services/disability-services.shtml)

If you have a disability, you are responsible for providing all instructors with a letter indicating the reasonable accommodations necessary to support your academic success. A representative from the Disabilities Service Office creates the letter, but it is your responsibility to provide the Instructor with a copy of the letter.

**18. OTHER INFORMATION:\*\*\***

*The Instructor reserves the right to modify the course syllabus and content to enhance the learning of individual students and the class as a whole. Modifications may include additional assignments that are not listed in the syllabus but are conducive to learning and in the best interest of developing professional skills.*

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.