



University of North Texas
College of Health and Public Service
Department of Rehabilitation & Health Services
Addiction Counseling & Groups

COURSE INFORMATION

ADDS 4375, Section 001, 3-hours
Wednesday, 2:00 – 4:50 PM
BLB 245
Pre-requisite: RHAB/ADDS 4175

COURSE DESCRIPTION

Principles and practice for the most common form of addictions treatment offered today. Explores methods of dealing with substance use disorder issues in a group and offers opportunities to apply skills in class setting.

This course is heavily experiential, with the remaining instruction delivered through lectures and applied through practice. RHAB 4375 will provide opportunities for intrapersonal and interpersonal exploration and contribute to strength and facilitation skill building. Students are encouraged to enter this course with an open mind, readiness to participate, and commitment to attend.

COURSE OBJECTIVES

Upon successful completion of the course, students mastering content will be able to:

1. Review the major characteristics of the stages of a group.
2. Apply techniques in opening and closing group sessions.
3. Demonstrate the use of facilitation skills, such as: open ended questions, active listening, para-verbal cues, healthy body language, silence, redirecting, encouragers, reflection, summarizing, self-disclosure, and empathy.
4. Avoid use of harmful behaviors, such as: interrupting, facilitator-focused groups, fixing problems, personal belief-based advice, use of absolutes, and rigidity.
5. Understand how past experiences can be worked with in the present.
6. Discuss personal and professional strengths and areas needing continued growth.
7. Identify the roles and expectations of group members at the various stages of a group.
8. Discuss how group leaders can effectively work with issues of diversity in a group.
9. Discuss the importance of building a climate of trust in a group setting.

10. Discuss ways to formulate an agenda for a group session.
11. Apply specific skills that help members formulate personal goals in a group.
12. Discuss techniques used in dealing with challenging group situations and relate those to how one would adapt these techniques to one's own style in working as a group leader.

MATERIALS - *Recommended*

Corey, M. S., Corey, G., & Corey, C. (2018). *Groups: Process & Practice* (10th Edition ed.). Boston, MA: Cengage.

Miller, G. (2012). *Group Exercises for Addiction Counseling*. Indianapolis, IN: Wiley

COURSE INSTRUCTOR

Professor Heller Garland has worked in treatment and education as an addiction professional for over 30 years. She served as President of the Dallas Chapter and Texas state board for the Texas Association of Addiction Professionals (TAAP), and on the board for NAADAC, the National Association for Addiction Professionals. She provides training and support to others in the helping profession, a passion she has nurtured since she was an intern. Heller Garland is an inductee of the Texas Counselor Hall of Fame, an award recognizing extended years of significant contributions to the addiction profession and TAAP.

Heller Garland is currently a Senior Lecturer at The University of North Texas in the Department of Rehabilitation and Health Service in the College of Health and Public Service and serves as Coordinator of the Addiction Studies program. She devotes time to the UNT Recovery to Practice initiative and serves as Faculty Advisor to Eagle Peer Recovery at UNT. Paula co-hosts [Life, Lived Better](#), a lifestyle podcast about living well in body, mind, and spirit. In her free time, she enjoys traveling, cooking, writing, spending time with her family and their dachshund.

TEACHING PHILOSOPHY

My approach to teaching is based on my deep regard for the counseling profession. I believe my role is to equip students with the most current and accurate information possible. My goal is for students to become ethical, compassionate, and sought-after professionals in their field of choice. I aim to help students reach their goals by introducing new ideas and facilitating open dialogue. I want to provide ethical decision making opportunities and scenarios and couple theory with application. I believe students learn from a multi-faceted approach and a practical application of information. I provide opportunities for students to actively participate through brainstorming new information and debating old ideas.

INSTRUCTOR EMAIL: Paula.Heller-Garland@unt.edu

OFFICE HOURS

Appointments are available virtually and on campus.

Walk-in hours are held on campus each Wednesday, 10:00 AM – 1:00 PM

Online Other options are available Monday through Friday, by appointment.

Chilton Hall, 218

CANVAS ANNOUNCEMENTS

Much information about this course will be conveyed through Canvas Course Announcements. You are expected to read those announcements. It is advisable to turn on the notifications for Canvas.

ADDICTION LANGUAGE

During the Introductory Module, all Addiction Studies courses offer a reminder lesson regarding the accurate and current language used related to addiction and recovery.

Each student is expected to refrain from the use of antiquated language in the classroom and in assignment submissions. This is such an important part of professional development that point deductions for non-adherence may be given.

PERSONAL WORK

You are enrolled in a senior-level Addiction Studies course, which will continue preparing you for a career working with people who have substance use disorders. As such, you will be encouraged to view the classroom as an extension of the professional setting. Avoid the use of antiquated addiction language and consider implementing your self-care routine.

The role of an addiction counselor is among the most difficult, yet rewarding, of all in the helping profession. It is essential that LCDC's (addiction counseling credential in the state of Texas) be healthy and aware. To be a healthy and high-quality addiction professional, students will engage in experiential, personal exploration throughout all courses in the Addiction Studies program. These activities will require students to delve into their personal issues. Any information revealed during in-class discussions or in assignment submissions will be held in confidence by the course instructors. Personal insights are not for the benefit of the instructors, but for those preparing for a career in the helping profession.

A counselor can be one of the most valuable tools in the treatment of addiction, therefore, it is important for the counselor to take care of themselves. Therapeutic work

is essential for counselors. There are many reasons it is suggested for counselors to have counselors. It is imperative a counselor does their own personal work.

Reasons include:

1. **Empathy** - Knowing what it is like to sit in the chair of the client increases empathy. Empathy is an essential trait for counselors to possess.
2. **Knowledge** - Knowing and understanding that the healing process is not linear likely cannot be learned from a book. Having their own healing journey and experience teaches this.
3. **Ethics and avoiding harm** - Self-awareness provides insight into personal values, beliefs, experiences, and emotions. Being unaware of self can be an impediment in the counseling relationship and can result in harm to the client. The ACA Code of Ethics explicitly calls for counselors to "do no harm". Knowledge of personal issues and continued awareness can reduce the potential for countertransference.
4. **Self-Care** - Burnout is high among those who work in the addiction profession. Engaging in self-care is essential.
5. **Blind Spots** - Everyone has issues and experiences that are painful to recall. These issues are brought up for counselors during the counselor-client relationship. Clients may have similar experiences and pains. The client must be allowed to work through these issues and be the central focus. Counselors who do not do their own work can be activated by these engagements and unconsciously harm the client.
6. **Third-hand Trauma** - Even healthy counselors can struggle emotionally simply because of the position. Addiction counselors hear a lot of painful stories from their clients and need a place to process what is often referred to as "third-hand trauma". If you are not currently in counseling or have a private, safe, and confidential place to do your personal work, begin planning to put such safeguards in place.

CONFIDENTIALITY

Because there are many group activity interactions in ADDS 4375, each student is asked to adhere to confidentiality of their classmates. The same rules for breaching confidentiality in counseling are applicable to the rules of confidentiality in this course, which include:

- Threat to self or others
- Child Abuse or Abuse of person in vulnerable population
- Court order

ACA Code of Ethics

All students enrolled in the Addiction Studies program are asked to review and adhere to the [ACA Code of Ethics](#) and any code of ethics under which they study/practice.

DEDUCTIONS

After due date	Time	% Deduction
24 hours	12:00 – 11:59 PM day 1	25
48 hours	12:00 – 11:59 PM day 2	50
72 hours	12:00 – 11:59 PM day 3	75

Submissions will not be accepted after the third day past the due date/time. There are no extra credit opportunities or make-up work for this course. Please do not ask for an exception. Should you be concerned about your grade or fail to submit assignments, contact the instructor immediately. Do not wait until the last week of the semester. As outlined in the policy related to “Grade Disputes”, grades will stand after 7 days of being entered, including 0 for failing to submit an assignment.

AI and CHAT GPT

ChatGPT, the AI-powered chatbot launched in fall 2022 has many uses. ChatGPT might be a helpful brainstorming platform or provide editing feedback for co-authored assignments. However, any assignment thought to have been written by ChatGPT and turned in by a student is considered plagiarism and will be turned into UNT Office of Academic Integrity. The offending submission will be given a 0 and students will not be allowed to make up the assignment. Second offenses will result in a 0 in the course.

UNT STUDENT ATTENDANCE AND AUTHORIZED ABSENCES POLICY

Please review UNT Policy Number 06.039 to determine if missed class or assignment submission meets UNT policy standards before emailing the instructor to ask for this modification. Attendance in an online course can be concluded based on the last sign in date.

TURNAROUND TIME

Grading - I aim to return graded work to you within one week of the due date. If this is not possible, I will send an announcement to the class.

Email Response - Email sent Monday – Friday, during normal business hours will be returned within 48 hours. Emails sent on weekends, holidays, or after normal business hours will be returned within 48 hours of normal business hours resuming.

COLLABORATIVE WORK

When course work requires collaboration, you will be informed. Otherwise, please do your own work. Do not post course content on study sites, such as Quizlet or in student initiated Group Me Chats. Action will be taken through the university if cheating is brought to the attention of the instructor.

CITIZENSHIP

Please reach out to the instructor if you have any issues in this area.

This is an online course, therefore, you must have minimum technical skills and the ability to reach out to technical support, when needed. Students in this course must:

- Have ongoing access to the internet.
- Have familiarity with or be willing to become familiar with Canvas.
- Be able to create and attach Word Documents.
- Be able to create and attach jpegs.
- Be able to create and attach PowerPoint presentations.
- Be able to create original Discussions on Canvas.
- Be able to respond to Discussion on Canvas.
- Be able to insert images and write accurate Alt Text descriptions.

Contact tech support immediately if you encounter issues submitting an assignment or taking a quiz. Follow up with an email to the instructor that includes the ticket number from tech support.

must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at disability.unt.edu

EMERGENCY NOTIFICATION & PROCEDURES UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

UNT RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student's records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy. See UNT Policy 10.10, Records Management and Retention for additional information.

UNIVERSITY ACCEPTABLE STUDENT BEHAVIOR POLICY

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct

ACCESS TO INFORMATION - EAGLE CONNECT

Students' access point for business and academic services at UNT is located at: my.unt.edu. All official communication from the University will be delivered to a student's Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail: eagleconnect.unt.edu/

STUDENT EVALUATION ADMINISTRATION DATES

Student feedback is important and an essential part of participation in this course. The

SEXUAL ASSAULT PREVENTION UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT's Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim's compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565- 2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at oeo@unt.edu or at (940) 565 2759.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary. The instructor has the right to adjust the syllabus and course schedule at any time during the semester