



SUDC-4400-x01

Semester: Spring
Course Prefix: SUDC
Course Title: **Group Counseling**

Year: 2025
Course and Section #: 4400x01
Credits: 3

Course Description

Expands concepts and practices of major therapeutic systems, with a focus on advanced substance use disorder counseling. Continues coverage of major psychotherapeutic models of both individual and group therapy. Elaborates on basic counseling issues including ethics and professionalism. Continues to develop skills in relationship development, interviewing, initial assessment, and intake procedures.

Course Attributes

This course has the following attributes:

- General Education Requirements
- Global/Intercultural Graduation Requirements
- Writing Enriched Graduation Requirements
- Discipline Core Requirements in Program
- Elective Core Requirements in Program
- Open Elective

Other: *Click here to enter text.*

Instructor Information

Instructor Name: Taryn Hiatt MSW-CSW

Student Learning Outcomes

1	Discuss ethical and legal issues in counseling practice.
2	Describe theoretical approaches to individual and group therapy.
3	Discuss substance use disorder counseling from a multi-cultural perspective.
4	Outline counselor tasks and techniques.
5	Describe various examples of pharmacotherapy in substance use disorder counseling.
6	Explain issues related to research and training.

Course Materials and Texts

Yalom, I.D. and Leszcz, M. (2020) *The Theory and Practice of Group Psychotherapy* (6th ed)
Basic Books

1. The book, *Group Psychotherapy Theory and Practice*, 6th Ed. by Irvin D. Yalom is the required text. You are required to have a copy. This book can be obtained at most large book retailers and online through common online book stores. The UVU bookstore also should have copies. We will be doing readings from this book frequently so please get the book as soon as possible.
2. You are required to join a therapy/self help group yourself. There are many groups in the community that you may join. Many of them do not require a financial commitment. One example of a group that is free of charge that is based on addictions is Alcoholics Anonymous. As a therapeutic professional it is important to understand that in most cases there is part of your own psyche that will be utilized as a tool in working with clients. To this degree sometimes a client's ability to progress is directly proportional to the mental health of the counselor. In this regard I strongly suggest that you choose a group that can help you strengthen your own mental health. This choice, though possibly harder, will enrich your experience in this course. You are required to submit the title of the group and a general paragraph describing the group during the first week of the course. This is to be a group that you are participating in as client, NOT a group that you are running or helping to facilitate.
3. As a 3 credit class, expect to spend about 9 hours a week completing work for this course.

Course Requirements

Course Assignments, Assessments, and Grading Policy

Critical Writing Assignments

With this activity I am looking for the sum total of the synthesis that you have done with the particular topic that week. I am looking for your understanding and learning you have formulated from the reading, group experience, and the discussion board questions. I am looking for 2 to 3 pages (double spaced) of content that is a well thought out description of your learning process from the beginning to the final complication of ideas on a topic. These writing assignments take the place of quizzes and are used to determine your learning from the reading and discussion. Writing has been shown to be a better assessment than quizzes. A tip for those of you that tend to be succinct in writing, make sure I KNOW that YOU KNOW the material. See grading rubric for more detail.

Discussion Board Questions

Posting to the discussion board is very important. It is what allows the interactive learning part of education to take place in the virtual environment. You are expected to post a response to every prompt and to respond to classmates in a meaningful way. I will not be critiquing the content, just basic fact that you are participating in the discussions. See grading rubric for more detail.

Task	Points
Writing assignments (15 @ 40 pts ea.)	600
Discussion participation (14 @ 10 pts ea.)	140
Other assignments	varies
Final	200
Total Points	940

I expect you to approach this course with the same level of professionalism you would apply in a workplace setting. If there are any pre-planned events, obligations, or changes to your schedule during the semester, please communicate with me as soon as you become aware of them. In the case of an emergency, it is essential that you inform me as promptly as possible. Waiting until 2-3 weeks after the situation has been resolved to request extensions or accommodations is not ideal.

While I do not expect to be your first point of contact in such situations, you do have my cell phone number and email, both of which are available for your use. It is important that we all hold ourselves accountable and contribute to a productive, professional environment.

Overall Grades

Grades for this class will be based on an average of the total points earned from work from the following assignments.

Grading Scale:

UVU's standard grading scale will be used in this class:

Grading Scale

Grade	Percent	Grade	Percent	Grade
A	94-100	B-	80-82	D+
A-	90-93	C+	77-79	D
B+	87-89	C	73-76	D-
B	83-86	C-	70-72	E

Required or Recommended Reading Assignments

Yalom: Chapter 1: The Therapeutic Factors

Yalom: Chapter 2: Interpersonal Learning

Yalom: Chapter 3: Group Cohesiveness

Yalom: Chapter 4: The Therapeutic Factors: An Integration

Yalom: Chapter 5: The Therapist: Basic Tasks

Yalom: Chapter 6: The Therapist: Working In The Here-and-Now

Yalom: Chapter 7: The Therapist: Transference and Transparency

Yalom: Chapter 8: Selecting Clients and Composing Groups

Yalom: Chapter 9: Creating The Group

Yalom: Chapter 10: In The Beginning

Yalom: Chapter 11: The Advanced Group

Yalom: Chapter 12: The Challenging Group Member

Yalom: Chapter 13: Specialized Formats And Procedural Aids

Yalom: Chapter 14: Online Psychotherapy Groups

Yalom: Chapter 15: Specialized Therapy Groups

General Description of the Subject Matter of Each Lecture or Discussion

Tentative Schedule

It is the student's responsibility to be aware of class topics, due dates, and exam dates.

Week/Day	Topic	Readings
Week 1	The Therapeutic Factors	Chapter 1
Week 2	Interpersonal Learning	Chapter 2
Week 3	Group Cohesiveness	Chapter 3
Week 4	The Therapeutic Factors: An Integration	Chapter 4
Week 5	The Therapist: Basic Tasks	Chapter 5
Week 6	The Therapist: Working In The Here-and-Now	Chapter 6
Week 7	The Therapist: Transference and Transparency	Chapter 7
Week 8	Selecting Clients and Composing Groups	Chapter 8
Week 9	Creating The Group	Chapter 9
Week 10	In The Beginning	Chapter 10
Week 11	The Advanced Group	Chapter 11
Week 12	The Challenging Group Member	Chapter 12
Week 13	Specialized Formats And Procedural Aids	Chapter 13
Week 14	Online Psychotherapy Groups	Chapter 14

Week 15	Specialized Therapy Groups	Chapter 15

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Required Course Syllabus Statements

Generative AI

I acknowledge that AI programs can be one of the many tools students utilize to facilitate learning, but they may also be used to generate plagiarized responses to assignments. I expect that all work students submit for this course will be their own. You may use AI programs (such as ChatGPT) to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic (such as being plagiarized from innumerable sources). Use of AI programs may also stifle your own independent and critical thinking skills and creativity. You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Any plagiarism or other form of cheating will be dealt with according to academic integrity policies discussed below.

Using Remote Testing Software

This course does not use remote testing software.

This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU Accessibility Services at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in UVU Policy 541: Student Code of Conduct.

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.

Course Policies

Important Information for this course:

1. *Professionalism*: all assignments submitted in this course should be neat, legible, and reflect a student's best work. Points will be deducted for poor grammar, punctuation, inappropriate language, spelling, etc.
 - a. Civility in the Virtual Classroom: To create and preserve a classroom atmosphere that optimizes teaching and learning, each student shares a responsibility in creating a civil and non-disruptive forum. The student is expected to conduct themselves at all times in this virtual classroom in a manner that does not disrupt teaching or learning.

The instructor is authorized to take such steps as are necessary if the behavior of the student disrupts the normal classroom procedure. If the student engages in repeated deviations from expected classroom behavior, then he/she can be referred to Student Judicial Programs for disciplinary action. Violations of the Code of Student Conduct may result in serious sanctions, up to and including expulsion. Examples may be using foul language or inappropriate content. Keep it professional.
 - b. Sensitive Nature of SUDC Courses: SUDC courses address many sensitive issues; this course is no exception. Individual, group, family, and relational clinical issues occur in the context of complex challenges and concerns. The discussion of such issues will increase the student's knowledge of developmental conditions in the modern world, but the information can be emotionally charged. It is also likely that the student will be exposed to a assortment of viewpoints; some viewpoints might differ substantially from the student's personal views. To prepare for ethical practice as a SUDC or ASUDC, students are expected to demonstrate self-awareness and emotional regulation. Students enrolled in the SUDC program are expected to respect the various viewpoints represented in course material, as well as the viewpoints of his/her classmates. If the student is easily offended by discussion of such issues, then the student should talk with the advisor or program director about whether to remain enrolled in the SUDC program.
 - i. If the content of the course becomes emotionally or mentally overwhelming, I urge you to seek outside help from a counselor on campus. These services are to current students for \$10 a session. The UVU Student Health Services can be

contacted at 801-863-8876. However, the UVU Community Clinic offers FREE sessions to students and their families.

- ii. **Recording:** Because of the personal nature of class discussion, and for the personal safety of all class members, please do not record or broadcast any portion of our class without my permission. If you have a documented accommodation, please submit that to me so that I can be aware of the recording. DO NOT share or download any of the content of this class!
2. **Punctuality:** Professionals are on time – so plan your life in a way that does not conflict with due dates.
 - a. **Late Work Policy:** Late work is penalized. I accept late work from students who are unable to complete the assignment due to an official university excused absence or have contacted me prior to due date, or have an unintended emergency such as a hospitalization, death in the family, etc. Communication with me is the key!
3. **ADA Policy:** Students who need accommodations because of a disability should contact the UVU Office of Accessibility Services (OAS), located on the Orem Campus, in LC 312. To schedule and appointment, or speak with a counselor, call the OAS office at 801-863- 8747, or for Deaf/Hard of Hearing individuals, use the phone number, 886-760-1819. To provide accommodations, I need written documentation from the OAS. Please note that accommodations are not retro-active.
4. **Academic Integrity:** If you are discovered participating in any of the following activities you are considered to be cheating: plagiarism, falsification of information, fabricating information, using unauthorized assistance on tests and other assignments, using unauthorized sources on assignments, substituting other student’s work for your own or vice versa, acquiring tests without express permission, copying another person’s work, and other behaviors which give you an unfair advantage over other students or which do not reflect your knowledge and performance. Cheaters will receive a “0” for the assignment involved.
5. **Professionals document their training.** After you are fully licensed, you will need to save copies of continuing education hours to renew licensure every two years. As a student in the program you can prepare for this professional practice by saving this syllabus for your licensure application. It may not be requested, but it will be useful to you to have a copy if the licensing board in another state requests one.
6. Please understand that you are working toward meeting the criteria set by each state (in our case, Utah) to practice as a SUDC or ASUDC A license is required once you graduate. You will work with the Utah Department of Licensing to apply for a license once you complete the program. Other states have similar requirements, see their websites for more information. NAADAC websites are also useful, as they offer the national exam.

Writing Guidelines:

1. Use the UVU Writing Center! Please take advantage of this offer if you struggle with writing. They also help with formatting. This is a valuable resource.
2. All papers must be uploaded into Canvas and will be run through a program to check for plagiarism. No hard copies or email copies of papers will be accepted. You must use doc or docx file types (these are Microsoft word files). Please note that all your class assignments are subject to plagiarism rules, including powerpoint presentations, posters, papers, projects, etc. You should always cite your sources to protect yourself from coming up on plagiarism charges and being thrown out of the University in disgrace. Be careful!
3. Use Purdue OWL website to understand how to write your papers in APA format. This is the required format for UVU graduate work in the Behavioral Sciences/ SUDC
<https://owl.english.purdue.edu/owl/resource/560/01/>
4. Late assignments will receive a 10% drop each day after the due date. (There is a grace period until 6:00 am on Monday).

Disclaimer

The provisions here in do not constitute a contract between the student and the College or professor. These provisions may be modified or changed as deemed necessary at the sole discretion of the instructor. When necessary, appropriate notice of changes will be given to the student. Each student is held accountable for syllabus updates which are given in class and posted on Canvas.