



NEW ORLEANS

BAPTIST THEOLOGICAL SEMINARY

Social Work Practice with Groups CCSW6310 Church & Community Ministries Division

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The mission of New Orleans Baptist Theological Seminary is to equip leaders to fulfill the Great Commission and the Great Commandments through the local church.

Purpose of the Course

The purpose of this course is to prepare students to be effective group leaders within the church or professional agency in which they serve.

Core Value Focus

The course will emphasize the seminary's current core value focus assigned annually by the Administrative Council. This year's core value focus is *Mission Focus*.

Doctrinal Integrity – Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. The doctrinal statements used in our evaluations are our Articles of Religious Belief and the Baptist Faith and Message Statement.

Spiritual Vitality – We are a worshiping community, with both personal spirituality and gathering together as a Seminary for the praise and adoration of God and instruction in His Word.

Mission Focus – We are not here merely to get an education or to give one. We are here to change the world by fulfilling the Great Commission and the Great Commandments through the local church and its ministries.

Characteristic Excellence – What we do, we do to the utmost of our abilities and resources as a testimony to the glory of our Lord and Savior Jesus Christ.

Servant Leadership – We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us.

Curriculum Competencies Addressed

This course will address the following curriculum competencies:

1. Disciple making: This course will provide opportunities for students to practice applied ministry skills relating to groups
2. Interpersonal relationship skills: Students will be able to demonstrate servant leadership through leading groups within the church and community agencies.

Course Description

The course provides an overview of group work in the church and community agencies by providing experiences in leadership, group formation, development, processes, and evaluation of groups.

Student Learning Outcomes

The student involved in this course should be able to accomplish the following:

1. Value the use of small groups within the church and community agencies.
2. Identify models, problems, and techniques of group leadership.
3. Demonstrate effective group leadership.
4. Understand the group process and apply in personal relationship roles.

Required Readings

The following texts and resources are required reading for class discussions and are to be read in the entirety unless otherwise specified.

Required Texts

Zastrow, Charles. *Social Work With Groups: A Comprehensive Work Text, 9th ed.*
Belmont, CA: Brooks/Cole Publishing, 2015

Bertcher, Harvey J. *Group Participation Techniques for Leaders and Members (#ed),*
Thousand Oaks, CA: Sage Publications.

Rath, Tom. *Strengths Finder 2.0.* New York: Group Press, 2007.

Optional Text

Corey, Gerald and Marianne Carey, and Patrick Callahan, and Michael J Russell. *Group Techniques.* Pacific Grove: Brooks/Cole, 2004.

Gladden, Steve. *Small Groups with Purpose.* Grand Rapids, MI: Baker Books, 2011.

Steinberg, Dominique Moyse. *A Mutual Aid Model for Social Work with Groups, 3rd ed.*
Florence, KY: Routledge, 2014.

Course Teaching Methodology

Units of Study

1. Introduction, Goal Setting
2. Defining Group Terms
3. Biblical Basis for Groups
4. Historical Basis for Groups
5. Types of Groups
6. Formation of Groups
7. Communication in Groups
8. Problems/Roles in Groups
9. Strength Bombardment
10. Styles/Techniques of Leadership
11. Presentations: Problem solving (1) and Conflict (2)
12. Presentations: Decision Making (3) and Stress Management (4)
13. Presentations: Chemical Dependency (5) and Assertiveness Training (6)
14. Grief Management

Teaching Method

This class is an in-class course. Methodology includes group interaction, group leadership, strength bombardment, lecture, PowerPoints, videos, leadership and co-leadership by students

Assignments and Evaluation Criteria

INSTRUCTIONS FOR GROUP PRESENTATIONS

- 1) Each student will submit a 1st, 2nd, and 3rd choice for group study and presentation. Selection must be made from groups listed in text and on syllabus. Choices are to be submitted on the first day of class. Choices will be confirmed by the professor. Each student is to involve himself/herself as a leader/co-leader of the class on the designated date.
- 2) Each group will have 40 minutes to present the material. Allow time for questions and evaluation.
- 3) Each presentation is to include the following stages: planning, activity sharing or processing, generalization and application.
- 4) The two general aims of the experiential activities are "transfer of learning" and "effective aspects of learning."
- 5) For each class session the leader or leaders are expected to:
 1. State the goals or learning objectives.
 2. Summarize theoretical material on how the goals can be accomplished.
 3. Lead the class in one or more exercises that are designed to help each participating member move toward achieving the stated goal(s).
 4. Speak extemporaneously.
 5. Adapt the material by bringing in personal observations and related information.
 6. Make the presentation stimulating, interesting, and educational.

7. Prepare and distribute 2 handouts summarizing key points and theory.
- 6) Students will give feedback to group leaders by commenting on the following areas: strengths of presentation, areas needing attention, suggestions for improvement, and a grade for the presentation.

See page 11 of the syllabus for grading rubric

CHOICES FOR GROUP PRESENTATION TOPICS

- 1) Problem Solving Groups
- 2) Decision Making Groups (Required)
- 3) Conflict Resolution (Required)
- 4) Parliamentary Procedure
- 5) Self Help Groups
- 6) Assertiveness Training (Required)
- 7) Stress Management
- 8) Time Management (Required)
- 9) Eating Disorders
- 10) Grief Management (Required)
- 11) Chemical Dependence
- 12) Spouse Abuse/Domestic Violence
- 13) Family Therapy
- 14) Identity Groups
- 15) Desensitivity to Sexual Issues
- 16) Improving Interpersonal Relationships (Required)
- 17) Transactional Analysis
- 18) Rational Therapy
- 19) Behavior Therapy
- 20) Reality Therapy

INSTRUCTIONS FOR STRENGTH BOMBARDMENT

Each class member will volunteer to be on the “hot seat” for one class session. Class members will affirm their strengths based on a group form provided by a textbook. Participation at these sessions is required. More than one absence from a Strength Bombardment session will result in a term grade reduced by one letter grade.

INSTRUCTIONS FOR LEADERSHIP OF GROUP OUTSIDE OF CLASS

Each student will assume leadership of a group of his/her choice for 8 sessions lasting 45-60 minutes in length. The group must have 6-8 people. A report will be submitted of each session including:

Organization (place, date, time, attendees, introductions, and parameters)	20 points
Goals (at least 2)	20 points
Activities for group/response	20 points
Participation evaluation	20 points
Feedback from group	10 points
Plans for next meeting or termination	10 points

The reports will be due after termination of the group. Groups are to terminate by December 1, 2015. The students will submit a Summary/Reaction/Evaluation plus recommendations for improving the group.

Course Evaluation

1. Involvement in class experiences based on schedule. 20%
2. Assume leadership of groups as scheduled 20%
3. Participate in Strength Bombardment 20%
4. Successfully complete the mid-term and final exam. 20% (10% each)
5. Lead a group for 8 sessions within your church or work place (or place of your choice). 20%

Course Policies

- 1) In evaluating class involvement, consideration will be given to (1) attendance: 20%, (2) class participation: 40%, (3) reading accountability: 20% and (4) punctuality 20%
- 2) **Student involvement is required in this class. My expectation is that when you are present physically, you are also present emotionally and prepared to participate in the class discussions. Benefit from this class will depend upon your commitment to be prepared and involved each class period. Please turn off your cell phone. Text messaging is not acceptable during class. Computer use is acceptable only for class work.**
- 3) Absences: as listed in the catalog, 3-hour course- 9 classroom hours absent.
- 4) More than one absence from a strength bombardment will result in a term grade reduced by one letter grade.
- 5) Grading scale: as listed in the catalog, A-93-100; B-85-92; C-77-84; D-70-76; E- course in progress; F- below 70
- 6) The professor will be available to meet with students individually throughout the semester. Students can schedule an appointment by e-mail: jbozeman@nobts.edu or by phone, 504-282-4455, ext. 3207, cell 504-881-8525.
- 7) Four points on the final grade will be earned for perfect class attendance.

Policy Regarding All Assignments

All assignments should be submitted on Blackboard in .doc (Microsoft Word) or .wpd (WordPerfect) format, unless otherwise stated on the syllabus.

Academic Honesty Policy

All graduate and undergraduate NOBTS students, whether on-campus, internet, or extension center students, are expected to adhere to the highest Christian standard of honesty and integrity when completing academic assignments for all courses in every delivery system format. The Bible provides our standard for academic integrity and honesty. This standard applies whether a student is taking tests, quizzes, exams, writing papers, completing Discussion Boards, or any other course requirement.

Netiquette

Appropriate Online Behavior. Each student is expected to demonstrate appropriate Christian behavior when working online on Discussion Boards or whenever interaction occurs through web, digital, or other electronic medium. The student is expected to interact with others students in a fashion that will promote learning and respect for the opinions of others in the course. A spirit of Christian charity is expected at all times in the online environment.

Plagiarism

Students are reminded to demonstrate high standards of conduct in writing assignments and to not violate the Seminary's policy on plagiarism in the current Graduate Catalog and the Student Handbook.

Academic Policies

Academic policies related to absences, examinations, and other topics can be found in the *New Orleans Baptist Theological Seminary Academic Catalog 2015-2016*.

Emergency Plan

In the event of a hurricane or other emergency, go to the seminary web site for information: www.nobts.edu. Also, students should use Blackboard to follow any announcements that may be posted. Students should ensure their current email address is updated on Blackboard.

Technical Assistance

Need technical assistance? Contact the ITC today!

*Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)

*BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.

*ITCSupport@nobts.edu - Email for general technical questions/support requests.

*504.816.8180 - Call for any technical questions/support requests.

*www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Style Guides for Assignments

Social work students should use the APA style guide for all assignments. Non-social work students may use Turabian or APA.

Course Schedule

Date	Topic	Assignment
Aug. 27-29	Introduction. Goal Setting, Examination of Texts, Terms, Biblical Basis of Group	Zastrow, chapter 1 Rath, part I, pages 1-31
Sept. 1-3	Definition of Terns, Historical Basis for Groups, Types of Groups, Roles in Groups, Models of Groups	Zastrow, chapter 2, pages 34-38 Rath, pages 32-57 Bertcher, pages 1-44
Sept. 8-10	Formation of Groups, Group Dynamics, Leadership Roles, Co-Leadership of Groups	Zastrow, chapters 3-4 Bertcher, pages 60-75 Rath, pages 61-81
Sept. 15-17	Communication in Groups, Task Groups	Zastrow, chapters 5-6 Rath, pages 85-109 Bertcher, pages 90-114
Sept. 22-24	Problems in Groups, Strength Bombardment #1, Styles of Leadership, Self Help Groups	Zastrow, chapters 7-8 Rath, pages 113-137
Sept. 29-Oct. 1	Communication and Groups	Zastrow, chapters 9-10 Bertcher, pages 115-170 Rath, pages 141-175
Oct. 6-8	Treatment Groups/Educational Groups, Anger Management, Strength Bombardment #2	Zastrow, chapters 11-12
Oct. 13-15	Review for Midterm, Strength Bombardment #3, Termination/Evaluation Midterm Exam Oct. 15	Zastrow, chapters 13-14 Bertcher, pages 171-191
Fall Break	October 19-23	
Oct. 27-29	Group Presentation #1, Decision Making, Group Presentation #2, Stress Management	Zastrow, Appendix #1, Module 1

Nov. 3-5	Group Presentation #3, Anger Management, Presentation #4, Alcoholics Anonymous	Zastrow, Appendix #1, Module 2 (pages 543-574), Module #3 (pages 575-595)
Nov. 10-12	Presentation #5, Conflict, Presentation #6, Time Management	Zastrow, Module #4 (pages 596-615) Review Appendix #1, 519-615 Review Bertcher, pages 60-170 (techniques)
Nov. 17-19	Strength Bombardment #4, Presentation #6, Assertiveness Training	Zastrow, chapter 13
Nov. 23-27	Thanksgiving Break	
Dec. 1-3	Oral reports on out of class groups, written reports due Dec. 3	
Dec. 8-10	Dec. 8: Group management Dec. 10: Celebration	Zastrow, chapter 13, pages 479-499
Dec. 15	Final Exam, Tuesday, Dec. 15, 12:00-2:00 p.m.	

Selected Bibliography

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Journal of Applied Psychology, 95 (2010): 1121-1133.

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- Wang, Xiao-Hua (Frank) and Jane M. Howell. "Exploring the Dual-Level of Transformational Leadership of Followers" *Journal of Applied Psychology*, 95 (2010): 1134-1144.
- Wolfelt, Alan. *The Understanding Your Grief Support Group Guide: Starting and Leading a Bereavement Support Group*. Fort Collins, CO: Companion Press, 2004.
- Zastrow, Charles. *Social Work with Groups: A Comprehensive Workbook*. Australia: Thomson Brooks Cole, 2006.

Group Presentation Grading Rubric

Organization (well planned, responsibilities distributed evenly, goals clearly stated)	20 points
Planned activities for group involvement	20 points
Leadership of exercises (1 or more)	20 points
Application (2 handouts)	20 points
Evaluation (strengths, weaknesses)	20 points