



# NEW ORLEANS

BAPTIST THEOLOGICAL SEMINARY

**PSYC5330 Group Counseling**  
**Division of Church and Community Ministries**  
**Fall 2015**

**Professors: Dr. Ian Jones (504-252-4455, ext 3716)**

**Mr. Kevin Brown (504-252-4455, ext. 8305)**

**Tuesday 12:30 p.m-3:20 p.m.**

**Leeke Magee Christian Counseling Center 103**

### **Mission Statement:**

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 and its ministries.

### **Course Description:**

This course consists of lectures on the theory and practice of group psychotherapy. Principles relating to group processes will be examined. Various models of groups are considered, including both psycho-educational and process groups.

### **Course Purpose, Core Value Focus, and Curriculum Competencies**

The purpose of this course is to provide theological training designed to enhance a student's potential to respond effectively and redemptively to persons struggling with emotional, relational, and/or spiritual problems. With an emphasis on the core value of spiritual vitality focus, students will be challenged to gather together, participate and help in a group setting where they can worship community by emphasizing both personal spirituality and the praise and worship of God and the instruction of His Word. This course will specifically address the competencies of interpersonal skills, servant leadership, and spiritual/character formation. Annually, the President will designate a core value that will become the focus of pedagogy for the year. For the 2015-2016 academic year that Core Value is **Mission Focus**.

### **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.

### **Student Learning Outcomes:**

*By the end of the study, the student will:*

#### Increase knowledge of group counseling theory by:

- Gaining basic knowledge about the various types of groups used in group counseling.
- Demonstrating understanding of the processes and dynamics at work in various types of groups, as well as ethical issues.
- Learning how to synthesize ethics of group therapy and facilitation.
- Understanding how individual change occurs in a group.
- Learning the biblical foundations and historic church examples of group processes.

Increase practical application of group counseling principles and techniques by:

- Attending a 12-step therapy group.
- Learning how to apply group theory to real-world concerns.
- Planning the development, screening, and marketing of a group OR participating in the leadership of a group.
- Learning to cope with specific problems of group leadership.

Increase in their ability to:

- Understand and value the importance of taking risks and trying new things in group-process, both as a group member, as well as a facilitator of group process.
- Understand the importance of receiving feedback from classmates and the instructor about any and all of the student's reactions and stances while engaged in the group process.
- Demonstrate independent self-reflection on all experiences in the course, and the ability to use the outcomes of self-reflection to enhance skills in participating and facilitating group process.
- Evaluate personal biblical group leadership skills.
- Demonstrate ability to engage in group process authentically, and accept the challenge to be honest, congruent with self, respectful to self and others, and yet remain mindful of one's own boundaries of privacy and self-care, as well as of those of others.
- Demonstrate a firm grasp on the paramount importance of confidentiality in group process.

**Textbooks:**

**Required**

Corey, M. S., Corey, G., and Corey, C. (2014). *Groups: Process and practice*, 9<sup>th</sup> ed. Belmont, CA: Brooks/Cole. ISBN# 13: 978-1-133-94546-8

**Optional**

Anonymous (2003). *Alcoholics Anonymous*. Alcoholics Anonymous World Services, Inc. [www.aa.org/bigbookonline/en\\_tableofcnt.cfm](http://www.aa.org/bigbookonline/en_tableofcnt.cfm) ISBN-13: 978-1483907253

Anonymous (2003). *The Twelve Steps and the Twelve Traditions*. Alcoholics Anonymous World Services, Inc.,

Baker, John (2009). *Celebrate recovery leader's guide: A recovery program based on eight principles from the Beatitudes*. (Updated ed.). Grand Rapids, MI: Zondervan.

**Course Methodologies:**

Course goals and objectives will be met through a variety of instructional activities. Reading assignments, dialogues, lectures, group experience, examinations, and other assignments will be included.

**Course Evaluation:**

Support Group Participation Paper	20%
Project	25%
Group Participation	20%
Group Journal	20%
Final Exam	15%

**Grading Scale:**

The following grading scale is used at NOBTS (see the Graduate Catalog, available online at <http://www.nobts.edu/resources/pdf/GraduateCatalog.pdf>):

A: 93-100

B: 85-92

C: 77-84

D: 70-76

F: Below 70

**Course Evaluation Descriptions:*****Support Group Participation Paper (20%)***

Each student is required to attend three (3) different support groups. Two may be from the same organization. Examples of such therapy or recovery groups include AA, NA, OA, SA, CR, etc. At least one of the groups needs to be a 12-step group. The paper should be a reflection of your experience participating in the groups. The paper should be 4-6 pages in length and address what makes this an effective support group. Each student is to obtain 4-6 outside (scholarly) sources in order to perform a critique of the effectiveness of this particular type of group, including a biblical or theological assessment. Through your resources and your experience combined, assess the pros and cons of this type of group, the strengths and weaknesses you witnessed in the groups, leadership qualities, group setting/duration of the group, changes needed, and how well each meeting attained the overall goal(s) of that particular support group. The student should not simply give a summary of the meeting, and always remember that students should only attend “open” meetings. (Non-members are only allowed in open meetings; therefore, do not attempt to attend a closed meeting.). Also remember that you will be there to learn, not to simply “watch them.” This paper should be done in strict APA format.

***Project (25%) Choose ONE of the following projects:*****Project 1:**

Students will create their own six-session group during the course of the semester. Each student will prepare a binder which contains the following information: title of the group, duration of the group, mission of the group, format of the group, content of the group, admission criteria, marketing strategy, attendance requirements, documentation of therapy, and individual session outlines. This notebook should be comprehensive in scope, thorough in its content and useable for others in the creation of the group you are proposing. Examples of groups might be a support group for divorce, grief, parenting, psychoeducational groups, etc. This binder will be a manual you could give to another counselor and it would be all they need to effectively lead your group. It should include all handouts, discussion topics, etc. to fully do a six-session group.

**Group Therapy Program Rubric**  
**Project 1 (Include Copy of Rubric in Your Report)**

**General Information (15 points)** \_\_\_\_\_

- Title of the Group
- Type of Group—detailed description with resources and references clearly identified
- Purpose of the Group
- Target Population
- Format of Group—full description with justification for selection (bibliographic references)
- Admission-Criteria/Process

**General Policies (15 points)** \_\_\_\_\_

- Completion Criteria—in detail
- Attendance Requirements, Behavior, Drug Testing, Referrals—in detail
- Documentation of Therapy—attached documents with explanation/interpretation

**Inclusion of the Following Documents (20 points)** \_\_\_\_\_

- Letter for Prospective Clients
- Letter to Prospective Referral Sources
- Intake Form
- Declaration Statement/Group Disclosure Form
- Session Notes
- Client Evaluation of Group
- Discharge Summary Form
- Certificate of Completion

**Session outlines for 6 sessions (40 points)** \_\_\_\_\_

- Introduction to the sessions: Purpose and goal
- Format or stages of each session (start, content, and close of session) with description and explanation
- Detailed descriptions of each session, with reference to authoritative resources
- Detailed activities: purpose and assessment of effectiveness
- Plan for handling crises in a session (include examples of possible crises and responses)
- Contextualize each session within the stages of group development (include references to authoritative resources)
- Include handouts

**Form, Style and Organization (10 points)** \_\_\_\_\_

- APA form
- Good organization
- Correct grammar, punctuation, spelling

**Total** \_\_\_\_\_

**Project 2:**

**Participate and assist in the leadership of a group** for a minimum of 6 weeks. Participation must include attendance in six (6) sessions, and co-leading in at least one (1) session. Examples of acceptable groups include any group provided at the LMCCC, and self-help support groups, such as life skill groups, personal growth groups (e.g., Search for Significance), and divorce recovery groups (e.g. *DivorceCare*.) Participation in groups outside the LMCCC requires instructor approval. A written report will include title of the group, duration of the group, mission of the group, format of the group, content of the group, admission criteria, marketing strategy, attendance requirements, documentation of therapy, individual session outlines or descriptions, description and assessment of your leadership role, and an evaluation of the strengths and the weaknesses of the group.

**Group Therapy Leadership Participation Rubric  
Project 2 (Include Copy of Rubric in Your Report)**

**General Information (20 points)** \_\_\_\_\_

- Title of the Group
- Type of Group
- Duration of the group
- Mission or Purpose of the Group
- Target Population
- Format of Group
- Admission-Criteria/Process
- Marketing Strategy

**General Requirements & Policies (20 points)** \_\_\_\_\_

- Completion Criteria
- Attendance Requirements, Behavior, Drug Testing, Referrals
- Documentation of Therapy

**Session outlines or descriptions for 6 sessions (20 points)** \_\_\_\_\_

**Leadership Role (20 points)** \_\_\_\_\_

- Description of Leadership Role
- Assessment of Personal Leadership Role

**Evaluation of Strengths and Weaknesses of Group (20 points)** \_\_\_\_\_

**Total** \_\_\_\_\_

***Group Participation (20%) and Journal (20%)***

Each student will be assigned to a small group, and will be required to serve as the Group Facilitator at least one time during the semester. Your ability to take this assignment seriously and accomplish the tasks set before you will demonstrate your level of understanding of small group interactions. Students will be graded on participation, group skills and self assessment. A counselor evaluation, as well as a self-assessment of group leadership skills will be used for assessment. Group members will also complete and assessment of the leader in each group

session.

If a student who is assigned to be a Group Facilitator does not come to class for the assigned class period, that person will receive two grades of 0 (zero) for his/her class participation score. If students who are assigned to be Group Members do not attend class for the assigned class period, each person not in attendance will receive a grade of 0 (zero) for his/her Class Participation score. Two grades may be dropped. Facilitator assignments will be handed out in class in the second week of the semester. Let the professor know if there are any scheduling conflicts between classes you are scheduled to be a leader and the days you would be unavailable for class.

Journal entries must be completed no later than Wednesday (of the week following the group session). All journal entries will be completed on Blackboard. Each week you will write your reactions to whatever occurs in group. It should include a genuine reflection of the process and your reactions to it, not simply a listing of the activities that occurred. Additionally each week you will answer some questions related to the group process, as listed below:

Group Session 1: What are my thoughts about being in this group? What is my attitude about being in this group? What are my emotional reactions to being in this group?

Group Session 2: What are my initial fears or concerns about being in the group? What role do I see myself and/or find myself playing in this group?

Group Session 3: What is my perception or view of individuals in my group? Identify and discuss any of my personal experiences from my past that may be impacting my reaction to individuals in the group.

Group Session 4: How do I most want to use time in the group session. What would I like to leave this group having learned or experienced.?

Group Session 5: How have my initial reactions to certain members of this group changed over time? What turning points have I seen in the group as a whole?

Group Session 6: What are the most effective group dynamics that have affected me? What factors have contributed to the success of the group?

Group Session 7: What effective group techniques did you use (or see others use) and what were the outcomes. What have you recognized as key events of your group sessions?

Group Session 8: What were some of the more outstanding (evident) relationship dynamics within this group? What enabled your group to come to an effective therapeutic closure, or what kept your group from effective termination? Did I (when I led) use time effectively, and on the whole, did our group use time effectively?

**Final Exam :( 15%)** The final examination will be a mixture of objective and subjective questions based on reading, classroom lecture, handouts, and outside assignments.

**Readings and Assignment Schedule (subject to change)**

<b><u>Date:</u></b>	<b><u>Readings</u></b>		<b><u>Lecture Topics</u></b>
8/25	C,C&C Ch1	Introduction/Syllabus	Intro to Group Work The Group Counselor Biblical & Historical Church Foundations for Small Group Practice
9/1	C,C&C Ch 2		Biblical & Historical Church Foundations for Small Group Practice Considerations/Expectations for class groups
9/8	C,C&C Ch 3		Process Groups Ethical and Legal Issues in Groups
9/15	C,C&C Ch 4		Theories & Techniques of Group Counseling
9/22	C,C&C Ch 5	C&C Group Video	Forming a Group
9/29	C,C&C Ch 6	<b>Group Meeting 1</b>	Initial Stage of a Group
10/6	C,C&C Ch 7	<b>Group Meeting 2</b> AACC Conference	Transition Stage of a Group
10/13	C,C&C Ch 8	<b>Group Meeting 3</b>	Working Stage of a Group
10/20	<b>Fall Break</b>	<b>October 19-23</b>	
10/27	C,C&C Ch 9	<b>Group Meeting 4</b>	Final Stage of Group
11/3	C,C&C Ch 10	<b>Group Meeting 5</b> Support Group Participation Paper Due 10/31	Groups In School Settings
11/10	C,C&C Ch11	<b>Group Meeting 6</b>	Groups in Community Settings
11/17	See Blackboard	<b>Group Meeting 7</b>	Groups in Church Settings
11/24		<b>Thanksgiving Break</b> <b>November 23-27</b>	
12/1		<b>Group Meeting 8</b>	Evaluation of Process Groups, Discussion of Project Assignment, Discussion of Support Group Experience
12/8			
<b>Final Exam—December 15, 2015</b>			

## Additional Items and Policies

The Department of Psychology and Counseling has adopted the following policies for use in all psychology and counseling classes.

<b>Papers or Assignments</b>	<p>All assignments are to be typed in either Times New Roman 12 or Courier 10. Any deviation in this will result in the deduction of points. Assignments will be turned in at the beginning of the class on the date it is due. Papers or assignments turned in after this time will be considered late.</p> <p>Late assignments will result in a deduction of <b>eight points per class period</b>.</p> <p>Assignments must be turned in to the professor, grader, or administrative assistant. The time and date of submission will be noted. No assignments may be submitted by fax or e-mail without prior approval.</p> <p>All counseling students will write papers in accordance to standards set in the APA Publication Manual.</p>
<b>Quizzes</b>	<p>Quizzes will not be given to students late for class. A grade of zero will be given for any missed quiz. No makeup quizzes will be given.</p>
<b>Exams</b>	<p>If there is a conflict with a scheduled test, you may request to take it early. Only under extreme circumstances will late exams be administered. If you find yourself in an extreme circumstance, please contact the professor, grader, or the departmental secretary as soon as possible. Taking a late final exam requires the approval of the registrar's office.</p>
<b>Study Guide</b>	<p>Students should not assume that the study guide, if one is given, is comprehensive to what will be on the exam.</p>
<b>Plagiarism</b>	<p>A high standard of personal integrity is expected of all students. Copying another person's work, submitting downloaded material without proper references, submitting material without properly citing the source, submitting the same material for credit in more than one course, and other such forms of dishonesty are strictly forbidden. <b>All sources must be cited.</b></p> <p>The Psychology and Counseling department adheres to the seminary's policy on plagiarism found in both the student handbook and graduate catalog. All infractions will be handled according to procedures outlined in the seminary's policy on plagiarism.</p>
<b>Class Participation</b>	<p>Working on assignments for other classes, playing games or using social media on electronic devices during class time are examples of behavior that will not be tolerated. If you feel the need to study during class time, then please choose to be absent that day.</p>

\* Any exceptions to any of the above policies require unanimous approval of all faculty members in the department.

**Plagiarism:**

Plagiarism is considered by NOBTS to be a serious academic and ethical offense. It also has implications in the student's adherence to copyright. Read the NOBTS *Student Handbook* (p. 9) (See: <http://www.nobts.edu/resources/pdf/StudentHandbook.pdf> ) for a description of plagiarism and how to avoid it. The seminary has instituted serious disciplinary consequences for plagiarism. See your style guides (APA or Turabian) for correct format for citation in your assignments.

**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.

**For Technical Assistance Contact the ITC:**

- [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) - Email for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)
- [BlackboardHelpDesk@nobts.edu](mailto:BlackboardHelpDesk@nobts.edu) - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).
- [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
- [504.816.8180](tel:504.816.8180) - Call for any technical questions/support requests.
- [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

**Emergencies:**

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website ([www.nobts.edu](http://www.nobts.edu)) for information. The seminary administration will post information, such as the nature of the emergency, instructions for response, and evacuation and return dates. Please check Blackboard for information specific to this course. Because Blackboard is available, the course will continue even if the main campus is closed. Please consider registering for the seminary's priority text messaging service through SelfServe. This service is used only in emergencies, and will allow the seminary to deliver urgent information to you as needed.

**Selected Bibliography****Books**

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### **Articles**

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