



## **COUN5330 Group Counseling**

### **New Orleans Baptist Theological Seminary**

### **Church and Community Ministries**

### **Fall 2016**

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#### **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.

#### **Core Value Focus**

The seminary has five core values.

1. **Doctrinal Integrity:** Knowing that the Bible is the Word of God, we believe it, teach it, proclaim it, and submit to it. This course addresses Doctrinal Integrity specifically by preparing students to grow in understanding and interpreting of the Bible.
2. **Spiritual Vitality:** We are a worshiping community emphasizing both personal spirituality and gathering together as a Seminary family for the praise and adoration of God and instruction in His Word. Spiritual Vitality is addressed by reminding students that a dynamic relationship with God is vital for effective ministry.
3. **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. This course addresses Mission Focus by helping students understand the biblical foundations for fulfilling the Great Commission and the Great Commandments.
4. **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. Characteristic Excellence is addressed by preparing students to excel in their ability to interpret Scripture, which is foundational to effective ministry.
5. **Servant Leadership:** We follow the model of Jesus and exert leadership and influence through the nurture and encouragement of those around us. Servant Leadership is modeled by classroom deportment.

The core value focus for this academic year is Characteristic Excellence.

#### **Curriculum Competencies**

NOBTS faculty members realize that all ministers need to develop specific competencies if they are going to have an effective ministry. To increase the likelihood of NOBTS graduates having an effective ministry, the faculty developed a competency-based curriculum after identifying seven essential competencies necessary for effective ministry. All graduates are expected to have at least a minimum level of competency in all of the following areas:

1. **Biblical Exposition:** to interpret and communicate the Bible accurately.
2. **Christian Theological Heritage:** To understand and interpret Christian theological heritage and Baptist polity for the church.
3. **Disciple Making:** To stimulate church health through mobilizing the church for missions, evangelism, discipleship, and church growth.
4. **Interpersonal Skills:** To perform pastoral care effectively, with skills in communication and conflict management.
5. **Servant Leadership:** To serve churches effectively through team ministry.
6. **Spiritual and Character Formation:** To provide moral leadership by modeling and mentoring Christian character and devotion.
7. **Worship Leadership:** To facilitate worship effectively.

The curriculum competencies addressed in this course are: interpersonal skills, servant leadership, and spiritual character formation.

## Course Description

This course consists of lectures on the theory and practice of group therapy. Principles relating to group processes will be examined. Various models of groups are considered, including both psycho-educational and process groups. Student groups are formed, and each student will lead one outside therapy group during the semester.

## Student Learning Outcomes

By the end of the study, the student will:

### Increase knowledge of group counseling theory by:

- Gaining basic knowledge of 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
- 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 support 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
- 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 those of others
- Demonstrate a firm grasp on the paramount importance of confidentiality in group process

## Course Teaching Methodology

The course will involve the following methodologies: reading assignments, dialogues, lectures, group experience, examinations, and other assignments will be included.

## 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.

[http://www.aa.org/pages/en\\_US/alcoholics-anonymous](http://www.aa.org/pages/en_US/alcoholics-anonymous).

Anonymous (2003). *The twelve steps and the twelve traditions*. Alcoholics Anonymous World Services, Inc.

[http://www.aa.org/pages/en\\_US/twelve-steps-and-twelve-traditions](http://www.aa.org/pages/en_US/twelve-steps-and-twelve-traditions).

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

## Course Requirements

### ***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.

## **Evaluation of Grade**

The student's grade will be computed as follows:

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

## **Technical Assistance**

For assistance regarding technology, consult ITC (504-816-8180) or the following websites:

1. [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.)
2. [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).
3. [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) - Email for general technical questions/support requests.
4. [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) - General NOBTS technical help information is provided on this website.

[Other paragraphs might be included, such as: expectations for reading assignments, policy on late assignments, academic honesty, classroom demeanor, extra credit]

### Help for Writing Papers at “The Write Stuff”

NOBTS maintains a Writing Center designed to improve English writing at the graduate level. Students can receive writing guides, tips, and valuable information to help in becoming a better writer.

### Plagiarism on Written Assignments

NOBTS has a no tolerance policy for plagiarism. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS Student Handbook for definition, penalties, and policies associated with plagiarism.

### Course Schedule

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

<b>Date:</b>	<b>Readings</b>		<b>Lecture Topics</b>
8/22	C,C&C Ch1	Introduction/Syllabus	Intro to Group Work The Group Counselor Biblical & Historical Church Foundations for Small Group Practice
8/29	C,C&C Ch 2		Biblical & Historical Church Foundations for Small Group Practice Considerations/Expectations for class groups
9/12	C,C&C Ch 3		Process Groups Ethical and Legal Issues in Groups
9/19	C,C&C Ch 4		Theories & Techniques of Group Counseling
9/26	C,C&C Ch 5	C&C Group Video	Forming a Group
10/3	C,C&C Ch 6	<b>Group Meeting 1</b>	Initial Stage of a Group
10/10	C,C&C Ch 7	<b>Group Meeting 2</b>	Transition Stage of a Group
10/17	<b>Fall Break</b>	<b>October 17-21</b>	
10/24	C,C&C Ch 8	<b>Group Meeting 3</b>	Working Stage of a Group
10/31	C,C&C Ch 9	<b>Group Meeting 4</b>	Final Stage of a Group
11/7	C,C&C Ch 10	<b>Group Meeting 5</b> Support Group Participation Paper Due 10/31	Groups In School Settings
11/14	C,C&C Ch11	<b>Group Meeting 6</b>	Groups in Community Settings
11/21		<b>Thanksgiving Break</b> <b>November 21-25</b>	
11/28	See Blackboard	<b>Group Meeting 7</b>	Groups in Church Settings
12/5		<b>Group Meeting 8</b>	Evaluation of Process Groups, Discussion of Project Assignment, Discussion of Support Group Experience
<b>Final Exam—December 13, 2016</b>			

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### Books

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- Friedman, W.H. (1994). *How to do groups* 2<sup>nd</sup> ed. Northvale, NJ: Jason Aronson.
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### Articles

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