



**NEW ORLEANS**  
BAPTIST THEOLOGICAL SEMINARY

ANSWERING GOD'S CALL

**CCSW6310 Social Work Practice with Groups**  
**New Orleans Baptist Theological Seminary**  
**Division of Church Community Ministries**  
**Fall 2017**

**Dr. Jeanine C. Bozeman, Ph.D., LCSW, ACSW, BCD, BACS**

Senior Professor of Social Work

Leeke Magee Christian Counseling Center, Office 104-C

Office: (504) 282-4455, ext. 3207

Email: jbozeman@nobts.edu

**Class Grader:** Josh Karl

Email: josh\_k04@msn.com

**Admin. Assistant:** Ryan O'Kelly

Office: (504) 816-8106

Email: socialwork@nobts.edu

### **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 *Servant Leadership*.

### **Curriculum Competencies**

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. Students will apply a biblical and Christ-centered worldview to real-world issues likely to be encountered in their fields of practice.
2. Students will utilize practical skills in their social work courses.

## **Course Teaching Methodology**

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

## **Units of Study**

1. Problem Solving
2. Conflict
3. Decision Making,
4. Stress Management
5. Chemical Dependency
6. Domestic Violence
7. Decision Making
8. Self Help Groups
9. Alcoholics Anonymous
10. Family Therapy
11. Stress Management
12. Time Management
13. Domestic Violence
14. Grief Management

## **Textbooks**

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

Zastrow, Charles. *Social Work With Groups: A Comprehensive Work Text, 9<sup>th</sup> ed.*  
Belmont, CA: Brooks/Cole Publishing, 2015. **(Required)**

Bertcher, Harvey J. *Group Participation Techniques for Leaders and Members 2<sup>nd</sup> ed.*  
Thousand Oaks, CA: Sage Publications. **(Required)**

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

## **Course Requirements and Grade 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<br>(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.

## **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.

### **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) Desensitization to Sexual Issues
- 16) Improving Interpersonal Relationships (Required)
- 17) Transactional Analysis
- 18) Rational Therapy
- 19) Behavior Therapy
- 20) Reality Therapy

### **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

### **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 two absences from Strength Bombardment sessions will result in a term grade reduced by one letter grade.

### **Instructions for Embedded Learning Assignment**

Each student will organize and lead a group for eight sessions of his/her with their church, place of employment or other place of choice (house, apartment, etc.) The duration of each session will last 45-60 minutes, and will be composed of 6-8 people. A report will be submitted of each session at the time of termination of the group. The paper should reflect organization of the group, statement of goals (at least 2), planned group activities,

leadership of activities, application (2 handouts) and evaluation (strengths, weaknesses) and 15 responses relating to the type of group. Refer to pages 10-11 of Syllabus for **Embedded Learning Assignment Rubric**.

### 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 November 14, 2017. The students will submit a Summary/Reaction/Evaluation plus recommendations for improving the group.

### Course Schedule

Date	Topic	Assignment
August 22	Introduction Devotional Goal Setting Examination of Texts and Terms Historical Basis Models of Groups	Read Zastrow Ch.1 (pp. 1-30) Read Gladen Ch. 1-3
August 29	Devotional Terms, Groups Choices Embedded Learning Assignment Biblical Basis	Read Zastrow Ch. 2 Read Gladen Ch. 4-6
September 5	Devotional Biblical Basis Terms Leadership Class decision on Bertcher book	Read Zastrow Ch. 3-6 Read Gladen Ch. 7-8
September 12	Devotional Communication in Groups: Verbal and Non-verbal Strength Bombardment #1	Read Zastrow Ch. 7-10 Read Gladen Ch. 9-10

September 19	Devotional Models/Types of Groups Parliamentary Procedure	Read Zastrow Ch. 9-10 Read Gladen Ch. 11
September 26	Devotional Organizations and Communities Strength Bombardment #2 Self Help Groups Formation of Groups	Read Zastrow Ch. 12-14 Read Gladen Ch. 12-14
October 3	Devotional Problems in Groups Roles in Groups Time Management Stress Management	Read Zastrow Ch. 15-16 Read Gladen 15-18
October 10	Strength Bombardment #3 Mid-Term Exam	Review for Mid-Term Exam
October 16 - 20	Fall Break, no classes!	
October 24	Evaluate Mid-Term Exam Presentations of Groups: Client Centered Transactional Analysis Reality Therapy	Read Zastrow Ch. 17-20
October 31	Presentations of Groups: Rational Therapy Behavioral Therapy Family Therapy	Read Zastrow 21-22, 24
November 7	Presentations of Groups: Chemical Dependence Desensitization to Sexual Issues Strength Bombardment #4	Read Zastrow Chap. 26, 28, 30
November 14	Improving Interpersonal Relationships Termination	Read Zastrow Ch. 31-32
November 20-24	Thanksgiving Break, no classes!	

November 28	Strength Bombardment #5 Presentation/Evaluation of Personal Groups Formed Evaluation by Students	
December 5	Grief Management Celebration Party!	Read Zastrow Ch. 25
December 12	Final Exam 9:00am – 11:00am	

### **Selected Bibliography**

Berger, Roni. "Encounter of a Racially Mixed Group with Stressful Situations"  
*Groupwork* 19 (2009): 57-75.

Boren, M. Scott. *Missional Small Groups: Becoming a Community that Makes a  
Difference in the World*. Grand Rapids, MI: Baker Books, 2010.

Cloud, Henry. *Making Small Groups Work: What Every Small Group Leader Needs to  
Know*. Grand Rapids, MI: Zondervan, 2003.

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

DeCremer, David, Marius Van Dijke and David M. Mayer. "Cooperating When 'You'  
and 'I' Are Treated Fairly: The moderation Role of Leader Prototypicality"  
*Journal of Applied Psychology*, 95 (2010): 1121-1133.

Donahue, Bill. *Walking the Small Group Tightrope: Meeting the Challenges Every  
Group Faces*. Grand Rapids, MI: Zondervan, 2003.

Easum, William M. *Go Big with Small Groups: Eleven Steps to an Explosive Small  
Group Ministry*. Nashville, TN: Abingdon Press, 2007.

Engelmann, Kim. *Soul-shaping Small Groups: A Refreshing Approach for Exasperated  
Leaders*. Downers Grove, IL: IVP Connect, 2010.

Erdogan, Berrin and Ralya N. Bauer. "Differentiated Leader – Member Exchanges: The  
Buffering Role of Justice Climate" *Journal of Applied Psychology*, 95 (2010):  
1104-1120.

Fraze, Randy. *The Connecting Church: Beyond Small Groups to Authentic Community*.  
Grand Rapids, MI: Zondervan Publishing House: Willow Creek Resources, 2001.

Garvin, Charles D., Lorriane M. Gutierrez and Maida J. Galinsky. *Handbook of Social  
Work with Groups*. New York: Guilford Press, 2006.

- Greer, Lindred L. and Gerven A. Van Kleef. "Equality Versus Differentiation: The Effects of Power Dispersion on Group Interaction" *Journal of Applied Psychology*, 95 (2010): 1032-1044.
- Hawkins, Thomas R. *Cultivation Christian Community*. Nashville, TN: Discipleship Resources, 2001.
- Icenogle, Gareth Weldon. *Biblical Foundations for Small Group Ministry: An Integrational Approach*. Downers Grove, IL: InterVarsity Press, 1994.
- Jacobs, Ed, Christine Shimmel, Robert Masson, and Riley Harvill. *Group Counseling Strategies and Skills, 8<sup>th</sup> edition*. Boston: Cengage Learning, 2012.
- Johnson, David W. *Joining Together: Group Theory and Group Skills*. Boston: Allyn and Bacon, 2003.
- Kirk, Alex J. *Small Group Leaders' Handbook: Developing Transformational Communities*. Downer Grove, IL: IVP Connect, 2009.
- Lum, Doman. *Cultural Competence, Practice Stages, and Client Systems: A Case Study Approach*. Belmont: Thomson Brooks Cole, 2005.
- Polich, Laurie. *Small Group Strategies: Ideas and Activities for Developing Spiritual Growth in You Students*. Grand Rapids, MI: Zondervan, 2005.
- Rath, Tom. *Strengths Finder 2.0*. New York: Group Press, 2007.
- Stark, David. *Growing People Through Small Groups*. Minneapolis: Bethany House Publishers, 2004.
- Steinberg, Dominique Moyse. *The Mutual-aid Approach to Working with Groups: Helping People Help One Another*. New York: Haworth Press, 2004.
- Stetzer, Ed and Eric Geiger. *Transformational Groups*. Nashville: B & H Publishing Group, 2014.
- Thau, Stefan and Marie S. Mitchell. "Self-Gain or Self-Regulation Impairment? Tests of Competing Explanations of the Supervisor Abuse and Employee Deviance Relationship through Perceptions of Distributive Justice" *Journal of Applied Psychology*, 95 (2010): 1009-1031.
- Trent, John T., Rodney Cox, and Eric Tooker. *Leading from your Strengths: Building Intimacy in Your Small Group*. Nashville, TN: Broadman & Holman Publishers, 2005.
- 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*. Belmont, CA: Brooks/Cole, 2012.

## Embedded Learning Assignment Rubric

Criteria	Excellent	Exceeds Expectations	Meets Expectations	Needs Improvement	Inadequate
<b>Title Page/Table of Contents/Introduction</b>	<b>5 to 5 points</b>	<b>4 to 4 points</b>	<b>3 to 3 points</b>	<b>1 to 2 points</b>	<b>0 to 0 points</b>
	Excellent elements and correct use of Turabian/APA style	One to two stylistic errors present	All elements present but failure to adequately use Turabian/APA style manual to format and paginate	Weak title page, improper table of contents, inadequate introduction/abstract	No title page, no table of contents, no introductory paragraph/abstract
<b>Appropriate Citation of 15 Sources</b>	<b>5 to 5 points</b>	<b>4 to 4 points</b>	<b>3 to 3 points</b>	<b>1 to 2 points</b>	<b>0 to 0 points</b>
	15 strong sources from books or journal articles (peer-reviewed), excellent citations in the body of the paper, well-constructed bibliography according to style guides	15 strong resources but either the bibliography fails to adequately conform to Turabian/APA style guide or sources are not well connected to their location in the body of the paper	Appropriate use of most sources but poor construction of the bibliography; difficulty connecting sources in paper to bibliography	Failure to cite two or more sources in the body of the paper, 15 sources but some dubious quality or clearly misused, some reliance upon weak sources	Failure to cite sources in the body of the paper, fewer than 15 sources, weak/inappropriate sources (i.e. unsubstantiated websites)
<b>Correct Grammar and Spelling Submitted on or before Due Date</b>	<b>5 to 5 points</b>	<b>4 to 4 points</b>	<b>3 to 3 points</b>	<b>1 to 2 points</b>	<b>0 to 0 points</b>
	Fewer than 4 spelling or grammar errors; paper was proofread by author and another source (i.e. the Writing Center)	5-6 misspellings or grammar errors. Paper was proofread by only by author and not a second reader	7-9 misspellings or grammar errors; too little attention to proofreading issues	10 or more misspellings or grammatical errors; clear failure to personally proofread and/or have another proofreader (i.e. the Writing Center)	Frequent misspellings, lack of apparent use of dictionary or spell check, clear evidence that paper was not proofread
<b>Submitted on or before Due Date</b>	<b>5 to 5 points</b>	<b>4 to 4 points</b>	<b>3 to 3 points</b>	<b>1 to 2 points</b>	<b>0 to 0 points</b>
	Paper was submitted on or before due date	Paper was submitted 1 day late	Paper was submitted 2 days late	Paper was submitted 3-4 days late, further loss of 10 points/day starting on the 5 <sup>th</sup> day	Paper was submitted 5 or more days late (loss of 10 points/day starting on the 5 <sup>th</sup> day)

<b>Draws upon Materials from Class, New Sources, and Shows Understanding</b>	<b>16 to 20 points</b>	<b>11 to 15 points</b>	<b>6 to 10 points</b>	<b>1 to 5 points</b>	<b>0 to 0 points</b>
	Strong grasp of class materials (showing evidence of having read the assignments); at least 5 in-class readings cited and at least 10 external sources	Exhibits a good grasp of the theoretical and evidence of significant work to connect the theory to practice; student showed an above average attempt to apply readings to practice situation	Average understanding of the materials; over-reliance upon material presented in class (6 or 7); lack of research into new ideas to bolster the thesis (7 or fewer outside sources)	Weak understanding of issues presented in class; weak use of materials presented in class to make one's case; weak application of new material to the paper's thesis	Clear evidence of inability to grasp issues presented in class; failure to draw upon materials presented in class; no new material presented
<b>Addresses both Theoretical and Practical Ideas</b>	<b>16 to 20 points</b>	<b>11 to 15 points</b>	<b>6 to 10 points</b>	<b>1 to 5 points</b>	<b>0 to 0 points</b>
	Clear, cogent presentation of theoretical underpinnings as per textbook and other sources; strong application of the theory to practice showing evidence of significant time and thought given to the subject matter	Exhibits a good grasp of the theoretical and evidence of significant work to connect the theory to practice; student showed and above average attempt to apply readings to a practice situation	Shows an average grasp of the theory and a basic ability to connect theory and practice; evidence of some thought given to the application	Some attempt made to connect theory and practice, but hastily written and without sufficient thought given to the application	Failure to connect the theoretical underpinnings and their practical applications in a real world setting.
<b>Integrates Scripture and a Christian Worldview</b>	<b>31 to 40 points</b>	<b>21 to 30 points</b>	<b>11 to 20 points</b>	<b>1 to 10 points</b>	<b>0 to 0 points</b>
	Excellent use of scripture to bolster points; superlative inclusion of a Christian philosophical/value orientation that underpins the paper's fundamental direction	Good use of scripture to bolster points; significant work toward integration of a Christian philosophical/values orientation that underpins the paper's fundamental direction	Acceptable use of scripture and evidence of some understanding regarding how a Christian worldview might inform organization and community social work interventions into a real world issue	A few random scripture verses used to justify points and/or long blocks of scripture used to elongate the paper toward required length	Lack of clear evidence showing the student's understanding of how scripture and a Christian philosophical/values system might apply to a real-world dilemma

