



COUN5330 Group Counseling
New Orleans Baptist Theological Seminary
Division of Church and Community Ministries
Fall 2017

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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.

Mission Statement of the Counseling Program (CACREP 1.N, 2.A)

The mission of the NOBTS Counseling Program is to provide training and supervised experience in evidence-based counseling methods to help people deal with life issues in a biblically sound way and prepare students for licensure in counseling and counseling-related professions. We seek to produce graduates who have the values, knowledge, skills, and personal disposition to promote the mental health and holistic wellness of clients across diverse populations.

Core Value Focus

The seminary has five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. The core value focus for this academic year is Servant Leadership.

Curriculum Competencies

All graduates of NOBTS are expected to have at least a minimum level of competency in each of the following areas: Biblical Exposition, Christian Theological Heritage, Disciple Making, Interpersonal Skills, Servant Leadership, Spiritual and Character Formation, and Worship Leadership. The curriculum competencies addressed in this course are: Disciple Making, Interpersonal Skills, Spiritual and Character Formation, and Servant Leadership.

Syllabus Distribution (CACREP II.D)

This syllabus is distributed at the beginning of the semester for review and can be found electronically on blackboard.

Course Description: (CACREP 2.D.1)

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. Students will participate in groups, and each student will lead a therapy group during the semester.

Student Learning Outcomes (CACREP 2.D.2):

Upon completion of this course, 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 (CACREP 2.D.4):

Required

Corey, M. S., Corey, G., and Corey, C. 2014. *Groups: Process and practice*, 9th 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 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.

Hook, Jan Paul, Hook, Joshua N, & Davies, Don E. (2017). *Helping groups heal: Leading small groups in the process of transformation*. West Conshohocken, PA: Templeton Press.

Course Teaching Methodology (CACREP 2.D.3):

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

Course Requirements (CACREP II.D.3)

(All Assignment Due Dates listed on Course Schedule)

Support Group Participation Paper (20%) (CACREP 2.F.6.c, d, h)

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: (CACREP 2.f.6.a-h)

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 other counselors, and it would be all that 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 Grading 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: (CACREP 2.F.6.b, c, d, f, g, h)

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 Grading 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%) (CACREP 2.F.a-h)

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 participate as group members in a small group activity for a minimum of 10 clock hours over the course of one academic term. 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 an 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 Session1: 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 (CACREP II.D.5)

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%

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 Policies, Academic Conduct, and Professional Conduct (CACREP I,J, G, O; II.D.6)

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.

Academic Policies

Academic policies related to absences, grading scale, final examination schedules, and other topics can be found in the current online catalog: [New Orleans Baptist Theological Seminary Academic Catalog](#).

Classroom Parameters

Please arrive on time.

Turn off cell phones. Utilize laptops and other technology for class purposes only.

Respect the professor and other members of the class.

Maintain confidentiality when someone shares personal information.

Participate in class and group discussions.

Disabilities and Accommodations (CACREP 2.D.6)

New Orleans Baptist Theological Seminary does not discriminate against applicants/students on the basis of personal disabilities. The Seminary, in voluntary compliance with the American Disabilities Act, will provide reasonable institutional accommodations, modifications, and adjustments to enable and empower students with disabilities to participate in Seminary programs and activities to the fullest extent possible. However, NOBTS cannot support accommodations that place undue hardship on the Seminary or its resources or which alter the essential requirements of curriculum and academic progress. While the seminary does not provide direct assistance to students in the form of equipment or personnel, accommodations may be made by individual professors at their discretion. These accommodations usually take the form of early access to lecture materials in electronic format and additional time to complete tests and assignments. The most efficient way to pursue such accommodations is to provide the Director of Testing and Counseling (Dr. Jeff Nave, jnave@nobts.edu, 504-282-4455 ext. 8004) with documentation of the condition for which you seek accommodation, an explanation of helpful accommodations received in the past, and a description of the specific accommodations you desire. The Director of Testing and Counseling will document your request and communicate on your behalf with the professors who teach the course(s) for which you are registered. The seminary reserves the right to consider each request for “special” accommodations on a case by case basis pursuant to the criteria enumerated above.

Diversity (CACREP 1.J)

The Counseling Program at NOBTS affirms the Christian doctrinal position that God created man in His own image, and that Christ died for man; therefore, every person of every race possesses full dignity and is worthy of respect and Christian love. We believe the counseling profession affords our students and graduates the opportunity to be “salt and light” (Matthew 5:13-16) whatever their places of service, and that a robust appreciation for and sensitivity to human diversity is key to that end. Further, a learning environment diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. Students and faculty benefit from diversity. The quality of learning, research, scholarship, and creative activities are enhanced by a climate of inclusion, understanding, and appreciation of the full range of human experience. We are committed to nurturing and training a diverse student body in an atmosphere of mutual respect and appreciation of

differences. As a result, the counseling program is committed to diversity and equal opportunity and recognizes that it must represent the diversity inherent in American society, reflected in our local community, and aligned with the core values of the NOBTS community.

Emergencies:

In cases of emergency, such as hurricanes, disease outbreaks, or other disasters, go to the seminary website (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.

Netiquette

Netiquette refers to appropriate online behavior in Blackboard or other online discussions. 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 other 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 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.

Policy for Graduating Seniors

Graduating seniors are responsible for alerting the professor of your intention to graduate. All of your assignments must be completed by noon (12:00 PM) on the Wednesday prior to commencement exercises.

Professional Conduct (CACREP 1.O)

Students are expected to adhere to the appropriate code of ethic for their particular program. Any behavior deemed unethical will be grounds for dismissal from the program.

Professor's Policy on Late Assignments

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. 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.

Technical Assistance (CACREP 1.G)

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

1. Selfserve@nobts.edu - Email for technical questions/support requests with the Selfserve.nobts.edu site (Access to online registration, financial account, online transcript, etc.)
2. BlackboardHelpDesk@nobts.edu - Email for technical questions/support requests with the NOBTS Blackboard Learning Management System NOBTS.Blackboard.com.
3. ITCSupport@nobts.edu - Email for general technical questions/support requests.
4. www.NOBTS.edu/itc/ - General NOBTS technical help information is provided on this website.

Writing Center (CACREP 1.G)

NOBTS has adopted a Quality Enhancement Plan to improve English writing at the graduate level. As part of this effort, NOBTS has established a writing center located in the Hardin Student Center (290B). Visit the official [NOBTS Writing Center](#) online help site for writing academic papers and essays. You will discover writing guides, tips, and valuable information to help you become a better writer. Go here for Turabian and APA style helps and guidelines. You will also find language fonts for Greek and Hebrew. More information about how to set up an appointment for writing assistance is available on the writing center page.

Writing Style

All papers are to be written in American Psychological Association (APA) style. Please see the APA Manual 6th edition. Be thorough, and answer completely all the questions in the assignments

Student Services
(CACREP 1.F, H)

This is a partial list of NOBTS student services available to all students, no matter your delivery system or location. If you have questions or do not see what you need here, please refer to www.nobts.edu/student-services, email us at studentservices@nobts.edu, or call the Dean of Students office at 800-662-8701, ext. 3283. We are glad to assist you!

Need	Email	Phone	Web Page
Advising – Graduate Program	studentservices@nobts.edu	504.282.4455 x3312	www.nobts.edu/registrar/default.html#advising
Advising – Undergraduate Program	lcadminasst@nobts.edu	504.816.8590	www.nobts.edu/LeavellCollege
Church Minister Relations (for ministry jobs)	cmr@nobts.edu	504.282.4455 x3291	www.nobts.edu/CMR
Financial Aid	financialaid@nobts.edu	504.282.4455 x3348	www.nobts.edu/financialaid
PREP (help to avoid student debt)	Prepassistant1@nobts.edu	504.816.8091	www.nobts.edu/prep
Gatekeeper NOBTS news	pr@nobts.edu	504.816.8003	nobtsgatekeeper.wordpress.com
Information Technology Center	itcsupport@nobts.edu	504.816.8180	selfserve.nobts.edu
Help with Blackboard	blackboardhelpdesk@nobts.edu	504.816.8180	nobts.blackboard.com
Library	library@nobts.edu	504.816.8018	www.nobts.edu/Library
Online library resources	library@nobts.edu	504.816.8018	http://www.nobts.edu/research-links/default.html
Writing and Turabian style help	library@nobts.edu	504.816.8018	http://www.nobts.edu/writing/default.html
Guest Housing (Providence Guest House)	ph@nobts.edu	504.282.4455 x4455	www.provhouse.com
Student Counseling	lmccc@nobts.edu	504.816.8004	www.nobts.edu/student-services/counseling-services.html
Women's	womensacademic@nobts.edu	504.282.4455	www.nobts.edu/women

For additional library resources in your state, check <http://www.nobts.edu/library/interlibrary-loan.html>

- GALILEO for Georgia students
- LALINC for Louisiana students
- Florida Virtual Library (<http://www.flelibrary.org/>) for Florida students
- Interact with us online at –



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Course Schedule (CACREP 2.D.1, 3, 4)
Readings and Assignment Schedule (subject to change)

Date:	Readings		Lecture Topics	CACREP crf
8/22	C,C&C Ch1	Introduction/Syllabus	Intro to Group Work The Group Counselor Biblical & Historical Church Foundations for Small Group Practice	2.F.6.a 2.F.6.d
8/29	C,C&C Ch 2		Biblical & Historical Church Foundations for Small Group Practice Considerations/Expectations for class groups	2.F.6.a 2.F.6.h
9/5	C,C&C Ch 3		Process Groups Ethical and Legal Issues in Groups	2.F.6.f 2.F.6.g
9/12	C,C&C Ch 4		Theories & Techniques of Group Counseling	2.F.6.b 2.F.6.c
9/19	C,C&C Ch 5	C&C Group Video	Forming a Group	2.F.6.b 2.F.6.e
9/26	C,C&C Ch 6	Group Meeting 1	Initial Stage of a Group	2.F.6.b 2.F.6.c 2.F.6.d 2.F.6.h
10/03	C,C&C Ch 7	Group Meeting 2	Transition Stage of a Group	2.F.6.b 2.F.6.c 2.F.6.d 2.F.6.h
10/10	C,C&C Ch 8	Group Meeting 3	Working Stage of a Group	2.F.6.b 2.F.6.c 2.F.6.d 2.F.6.h
10/17	Fall Break	October 16 - 20		
10/24	C,C&C Ch 9	Group Meeting 4	Final Stage of a Group	2.F.6.b 2.F.6.c 2.F.6.d 2.F.6.h
10/31	C,C&C Ch 10	Group Meeting 5 Support Group Participation Paper Due	Groups In School Settings	2.F.6.f 2.F.6.g
11/7	C,C&C Ch11	Group Meeting 6	Groups in Community Settings	2.F.6.f 2.F.6.g
11/14	See Blackboard	Group Meeting 7	Groups in Church Settings	2.F.6.f 2.F.6.g
11/21		Thanksgiving Break November 20-24		
11/28		Group Meeting 8	Evaluation of Process Groups, Discussion of Project Assignment, Discussion of Support Group Experience	

<u>Date:</u>	<u>Readings</u>		<u>Lecture Topics</u>	<u>CACREP crf</u>
12/5		Review of Final Exam		
<i>Final Exam—December, 12, 2017</i>				

Selected Bibliography (CACREP 2.E)

Books

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Articles

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