



COUN5330 Group Counseling
New Orleans Baptist Theological Seminary
Division of Counseling
Fall 2021

Professor: Dr. Ian Jones (504-252-4455, ext. 3716); email: ijones@nobts.edu

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

Leeke Magee Christian Counseling Center 103

Teaching Assistant: Kendall Wolz; email: kmwolz70117@gmail.com

Mission Statement

New Orleans Baptist Theological Seminary and Leavell College prepare servants to walk with Christ, proclaim His truth, and fulfill His mission.

Mission Statement of the Counseling Program

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.

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

Course Teaching Methodology

This course will use the following methods of instruction: reading and writing assignments, lectures, class discussion, group participation and experience, and a written exam.

Program Objectives:

- #1. Equip students to synthesize theoretical and empirical knowledge in the field of counseling.
- #2. Train students to have the necessary academic and clinical skills to obtain professional licensure.
- #3. Equip students to develop a deeper understanding of cultural diversity to enhance counseling skills.
- #4. Train students to integrate historical Christian beliefs, faith, and spirituality with the best practices of mental health science, in an ethical manner.

Student Learning Outcomes

Course Objectives	Learning Experiences	Assessments
Students will demonstrate knowledge and understanding of approaches to group formation, including recruiting, screening, and selecting members. (2.F.6.e)	<i>Instruction</i> Class lecture and discussion Process Group meetings Support Group Experience <i>Readings</i> CCC: Chapters 1,2,4,5,6,7,8,9	<i>Course Assignments</i> Support Group Participation Paper Project on Groups Group Leadership Assessments Final Exam
Students will demonstrate knowledge and understanding of types of groups and other considerations that affect conducting groups in varied settings. (2.F.6.f)	<i>Instruction</i> Class lecture and discussion Process Group meetings Support Group Experience <i>Readings</i>	<i>Course Assignments</i> Support Group Participation Paper Project on Groups Group Leadership Assessments Final Exam

	CCC: Chapters 10,11	
Students will demonstrate knowledge and understanding of ethical and culturally relevant strategies for designing and facilitating groups. (2.F.6.g)	<i>Instruction</i> Class Lecture and discussion <i>Readings</i> CCC: Chapters 3	<i>Course Assignments</i> Support Group Participation Paper Project on Groups Final Exam
Students will engage in direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term. (2.F.6.h)	<i>Instruction</i> Participation in Process Group meetings for a minimum of 10 hours	<i>Course Assignments</i>

Signature Assignments

Assignment	Description	Percentage/Points	Due Date
Self-Assessment of Group Leadership Skills		N/A	First week and last week of class meetings
Group Leadership Test		N/A	First week and last week of class meetings

Course Requirements and Evaluation of Grades

Assignment & Description	Percentage	Due Date
Personal Assessment (Signature Assignment) At the beginning and at the end of the course, student will complete: 1. Self-Assessment of Group Leadership Skills. 2. Group Leadership Knowledge Test. You will find the questionnaire on Blackboard. After completing both assessments the second time (at the end of the semester), write a brief summary of your learning experience as a group leader, based on the Self-Assessment and the Questionnaire.		8/17 11/30
Reading Students are required to read all of the material according to the assignments schedule in this syllabus. Read the <i>Groups: Process and Practice</i> text carefully, as it will help you to prepare for participation in group activities, and it will provide information for your final exam. All reading must be completed by the date assigned in the Student Course Schedule (below).		
Support Group Participation Paper 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 <u>always</u> 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.	20%	11/2

Project Choose <i>ONE</i> 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 that 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 lead your group effectively. 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	25%	11/16
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• Good organization • Correct grammar, punctuation, spelling Total _____ <u>OR</u> 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. <i>DivorceCare</i>.) 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 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. (The total group participation hours may also include the time spent in group as part of completing the Project 2 option in the assignment above.) 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.	20%	

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.		
Group Journal Students will complete a journal based on their experience in process groups. 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?	20%	Entry Due Dates 1: 9/21 2: 9/28 3: 10/12 4: 10/19 5: 10/26 6: 11/2 7: 11/9 8: 11/16
Final Exam The final exam is comprehensive and based on the reading from the course text, lectures, and discussion. The exam consists of essay questions that address the form and structure of groups and group process, and case studies on issues that might arise in a group setting.	15%	12/17

Textbooks

Required

Corey, M. S., Corey, G., and Corey, C. 2018. *Groups: Process and practice*, 10th ed. Boston, MA: Cengage Learning.
ISBN# 978-1-305-86570-9

Articles

Brown, N. W. (2016). Self-absorption in group leaders: A source of potential harm. *Group*, 40(4), 313-325.
Slone, N. C., Reese, R. J., Mathews-Duvall, S., & Kodet, J. (2015). Evaluating the efficacy of client feedback in group psychotherapy. *Group Dynamics: Theory, Research and Practice*, 19(2), 122-136.
Wheeler, A. M. (2019). Privacy breaches and group counseling. *Counseling Today*, 62(3), 9.

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.

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%

Grading Scale:

The following grading scale is used at NOBTS:

A: 93-100 B: 85-92 C: 77-84 D: 70-76 F: below 70

Additional Items and Policies

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 relating 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.

Classroom Participation/Active Dialogue

Student participation is expected. Class interaction is an important and valuable aspect of the learning environment where we can experience the truth of the Great Commandment by truly knowing one another.

Disabilities and Accommodations

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

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.

Extra Credit

No extra credit is available in this course.

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 and considers it a serious academic and ethical offense. Plagiarism in certain cases may result in expulsion from the seminary. See the NOBTS *Student Handbook* for the definition, penalties, and policies associated with plagiarism. See your style guides (APA or Turabian) for correct format for citation in your assignments.

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.

Professor’s Policy on Late Assignments

All work is due on the assigned date in the syllabus. The grade for late assignments will automatically be reduced by one letter grade per week late.

Professional Conduct

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

Professor's Availability and Assignment Feedback

The student may contact the professor at any time using the email address provided in the course syllabus. The professor will make every effort to return answers to emailed questions within a 24-hour period of time.

Assignments requiring grading will be returned to the student within a reasonable period of time. Student feedback on graded assignments will be provided through the grading rubric located in the student's Blackboard Grade Book. The student will find comments in the grading rubric, as well as on graded paper assignments. The student may also email the course grader with questions regarding grading.

Reading Assignments

Students are responsible for completing all reading assignments and are expected to demonstrate completion of readings through class discussion.

Technical Assistance

For assistance regarding technology, consult the NOBTS Information Technology Center (ITC) at 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

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 in counseling courses are to be written in American Psychological Association (APA) style. Please see the latest edition of the *Publication Manual of the American Psychological Association*.

Student Services

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 Programs	womensacademic@nobts.edu	504.282.4455 x3334	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 –



TWITTER.COM/NOBTS INSTAGRAM.COM/NOBTS FACEBOOK.COM/NOBTS

Student Course Schedule, Fall 2021

CCC = Groups: Process and Practice

Week #	Date	Reading & Assignments Schedule	Learning Experiences
1	8/17	CCC: Ch. 1 Introduction Complete (1) Self-Assessment of Group Leadership Skills and (2) Group Leadership Knowledge Test on Blackboard	Lecture & Discussion: Intro to Course and Group Work The Group Counselor Biblical & Historical Church Foundations for Small Group Practice
2	8/24	CCC: Ch. 2 The Group Counselor	Lecture & Discussion: Biblical & Historical Church Foundations for Small Group Practice Considerations/Expectations for class groups
3	8/31	CCC: Ch. 3 Ethical & Legal	Lecture & Discussion: Process Groups Ethical and Legal Issues in Groups
4	9/7	CCC: Ch. 4 Theories & Techniques	Lecture & Discussion: Theories & Techniques of Group Counseling Review Group Leadership Skills Assessment
5	9/14	CCC: Ch. 5 Forming a Group	Lecture & Discussion: Forming a Group Process Group Meeting 1
6	9/21	CCC: Ch. 6 Initial Stage of a Group Assessment of Group Leadership BB Journal Entry 1	Lecture & Discussion: Initial Stage of a Group Process Group Meeting 2 Group Meeting Debriefing & Discussion
7	9/28	CCC: Ch. 7 Transition Stage of a Group Assessment of Group Leadership BB Journal Entry 2	Lecture & Discussion: Transition Stage of a Group Process Group Meeting 3 Group Meeting Debriefing & Discussion
FALL BREAK 10/4-8			
8	10/12	CCC: Ch. 8 Working Stage of a Group Assessment of Group Leadership BB Journal Entry 3	Lecture & Discussion: Working Stage of a Group Process Group Meeting 4 Group Meeting Debriefing & Discussion
9	10/19	CCC: Ch. 9 Final Stage of a Group Assessment of Group Leadership BB Journal Entry 4	Lecture & Discussion: Final Stage of a Group Process Group Meeting 5 Group Meeting Debriefing & Discussion
10	10/26	CCC: Ch. 10 Groups in School Settings Assessment of Group Leadership BB Journal Entry 5	Lecture & Discussion: Groups in School Settings Process Group Meeting 6 Group Meeting Debriefing & Discussion
11	11/2	CCC: Ch. 11 Groups in Community Settings Assessment of Group Leadership BB Journal Entry 6 Support Group Participation Paper Due	Lecture & Discussion Groups In Community Settings Process Group Meeting 7 Group Meeting Debriefing & Discussion
12	11/9	Assessment of Group Leadership BB Journal Entry 7	Lecture & Discussion: Groups in Church Settings Process Group Meeting 8 Group Meeting Debriefing & Discussion
13	11/16	Assessment of Group Leadership BB Journal Entry 8 Project (1 or 2) Due	Lecture & Discussion: Discussion of Project Assignment Evaluation of Process Groups Experience

			Discussion of Support Group Experience
THANKSGIVING 11/22-26			
14	11/30	Final Exam Review and Discussion Boards <i>Complete second (1) Self-Assessment of Group Leadership Skills and (2) Group Leadership Questionnaire on Blackboard</i> Submit Personal Assessment (Signature Assignment)	Lecture & Discussion: Evaluation of Process Groups Experience Discussion of Support Group Experience
15	12/7	Final Exam 12:00-2:00 p.m.	

Selected Bibliography

Books

- Agazarian, Y. M. (1997). *Systems-centered therapy for groups*. New York: Guilford.
- Bauer, M., & McBride, L. (1996). *Structured group psychotherapy for bipolar disorder*. New York: Springer.
- Bernard, H. S., & Mackenzie, K. R. (Eds.) (1994). *Basics of group psychotherapy*. New York: Guilford.
- Caligor, J., Fieldsteel, N. D., & Brok, A. J. (1984). *Combining individual and group therapy*. Northvale, NJ: Jason Aronson.
- Corey, G. (2004). *Theory and practice of group counseling* 6th ed. Belmont, CA: Brooks/Cole.
- Drakeford, J. W. (1978). *People to people therapy: Self help groups: Roots, principles, and processes*. New York: Harper & Row.
- Flores, P. (1997). *Group psychotherapy with addicted populations*, 2nd ed. Binghamton, NY: Haworth Press.
- Friedman, W.H. (1994). *How to do groups* 2nd ed. Northvale, NJ: Jason Aronson.
- Ganzarain, R. (1989). *Object relations group psychotherapy*. Madison, CT: International Universities Press.
- Greggo, S. P. (2008). *Trekking toward wholeness: A resource for care group leaders*. Downers Grove, IL: IVP Academic.
- 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.
- Icenogle, G. W. (1994). *Biblical foundations for small group ministry: An integrational approach*. Downers Grove, IL: InterVarsity Press.
- Kaplan, H.I. & Sadock, B.J. (1993). *Comprehensive group psychotherapy*, 3rd ed. Baltimore: Williams & Wilkins.
- Kottler, J. A. (1994). *Advanced group leadership*. Belmont, CA: Brooks/Cole.
- Mackenzie, K.R. (Ed.) (1992). *Classics in group psychotherapy*. New York: Guilford.
- Vannicelli, M., (1989). *Group psychotherapy with adult children of alcoholics*. New York: Guilford.
- Wilson, R. J. K. (1995, 2003). *Counseling and community: Using church relationships to reinforce counseling*. Vancouver, BC: Regent College Publishing.
- Yalom, I.D. (2005). *The schopenauer cure*. New York: HarperCollins.
- Yalom, I.D. & M. Leszcz (2005). *The theory and practice of group psychotherapy* 5th ed. New York: Basic Books.

Articles

- Ali, S. & Lambie, G. W. (2019). Examining the utility of group counseling for LGBTQ+ young adults in the coming out process. *The Journal for Specialists in Group Work*, 44(1), 46-51.
- Brown, N. W. (2016). Self-absorption in group leaders: A source of potential harm. *Group*, 40(4), 313-325.
- Kivlighan III, D. M., Adams, M. C., Obrecht, A., Kim, J. Y. C., Ward, B., & Latino, C. A. (2019). Group therapy trainees' social learning and interpersonal awareness: The role of cohesion in training groups. *The Journal for Specialists in Group Work*, 44(1), 62-76.
- Post, B. C., Wade, N. G., Cornish, M. A. (2014). Religion and spirituality in group counseling: Beliefs and preferences of university counseling center clients. *Group Dynamics: Theory, Research, and Practice*, 18(1), 53-68.
- Slone, N. C., Reese, R. J., Mathews-Duvall, S., & Kodet, J. (2015). Evaluating the efficacy of client feedback in group psychotherapy. *Group Dynamics: Theory, Research and Practice*, 19(2), 122-136.
- Wade, N. G., Post, B. C., Cornish, M. A., Vogel, D. L., Runyon-Weaver, D. (2014). Religion and spirituality in group psychotherapy: Clinical application and case example. *Spirituality in Clinical Practice*, 1(2), 133-144.
- Wheeler, A. M. (2019). Privacy breaches and group counseling. *Counseling Today*, 62(3), 9.

Key Performance Indicator	Learning Experiences	Assessments
2.F.6.d Characteristics and functions of effective group leaders	<i>Instruction</i> Reading assignments, discussions, lectures, videos, group experience, examinations. <i>Reading</i> Corey, Corey, & Corey, <i>Groups: Process and practice</i>, chapters 1-11.	<i>Signature Assignments</i> Self-Assessment of Group Leadership Skills. Group Leadership Knowledge Test. You will find the assessment and test on Blackboard. <i>Course Assignments</i> Support Group Participation Paper Group Participation Group Journal Project on Groups Final Exam