



**PSYC9411 – Group Dynamics and Counseling**

**Ph.D. Seminar**

**Fall 2015 (2016 Fall 1 Term)**

New Orleans Baptist Theological Seminary

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**Course Meetings**

Sep. 10-11, Oct. 29-30, Dec. 3-4, 2015

**Mission Statement**

*The mission of the 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**

New Orleans Baptist Theological Seminary highlights five core values: Doctrinal Integrity, Spiritual Vitality, Mission Focus, Characteristic Excellence, and Servant Leadership. While all five core values are emphasized, the primary focus for this academic year is *Mission Focus*. Throughout this course students will be encouraged to consider how the core value of Spiritual Vitality impacts their development as Christian counselors called to support the ministries of the local church.

**Curriculum Competencies Addressed**

This course primarily addresses the NOBTS core competencies of Interpersonal Skills, Servant Leadership, and Spiritual & Character Formation.

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**I. Seminar Description:**

This seminar is designed to be an advanced study of the theory and practice of group psychotherapy. Students will gain experience as group members and as group leaders. Substantial research and practice in group process and technique are required.

**II. Student Learning Outcomes:**

By the end of the seminar, the student will

- A. Demonstrate an understanding of the major theories, functions, therapeutic factors, processes, and issues in group work as they apply to counseling in church or community based ministry.
- B. Participate in the group process as a group member with their peers, evaluating, reflecting, and critiquing the group experience.

- C. Develop and lead a successful therapy group.
- D. Observe group processes in practice and appraise the factors influencing the group.

### **III. Course Methodologies**

Course goals and objectives will be met through a variety of instructional activities. Reading assignments, lectures, group leadership, peer review, reflection papers, presentations, and other assignments will be included.

### **IV. Required Textbooks:**

Kottler, J. (1994). *Advanced Group Leadership*. Brooks/Cole.

Shakoor, M. (2010). *On Becoming a Group Member: Personal Growth and Effectiveness in Group Counseling*. Routledge Publishing.

Yalom, I. (2005). *The Theory and Practice of Group Psychotherapy*. Basic Books.

### **Optional Texts:**

Arnold, J. (1992). *The Big Book on Small Groups*. Interscience Press.

Barker, S., Johnson, J., Long, J., Malone, R., Nicholas, R. (1982). *Small Groups Leaders' Handbook*. Interscience Press.

Chen, Mei-whei, Rybak, C. (2004). *Group Leadership Skills: Interpersonal Process in Group Counseling and Therapy*. Cengage.

Icenogle, G. (1994). *Biblical Foundations for Small Group Ministry: An Intergenerational Approach*. Interscience Press.

Viers, D. (2007). *The Group Therapist's Notebook, Homework, Handouts, and Activities for use in Psychotherapy*. Routledge Publishing.

### **V. Course Requirements:**

*All assignments must be completed to receive a passing grade in the course.*

**Interviews: (10%)** Each student will interview a total of six individuals. Two from each of the following circumstances...

- Two people who have led or are leading groups. Interview questions should include, but not be limited to information on the following: the type of group, group rules / boundaries, how the group was promoted or advertised, rationale for the group, challenges of leading a group, benefits of group over individual work, and tips or suggestions for leading a group.

- Two people who have participated in or are participating in a group. Interview questions should address, but not be limited to information on the following: type of group, rules / boundaries, how they found out about the group, challenges of being in the group, how difficult members were handled (if there were any), and tips or suggestions for creating a positive group experience.
- Two people who have never led or participated in a group. Interview questions should address, but not be limited to information on the following: perception of group therapy, type of group they might be willing to attend, fears or apprehensions of participating in a group, method by which they would most likely to hear about a group opportunity, and what type of people.

Interview questions and brief summaries of the responses should be posted on Blackboard the Saturday prior to the third seminar meeting. *These interview summaries must be posted to Blackboard no later than Saturday, November 28 at 11:59 PM.*

***Participate in the Seminar Group Process: (20%)***

Students will lead a group session in class. Students may choose any topic appropriate to a one-time group meeting of his/her classmates. These groups will meet during the second seminar session. Following each 60 minute group meeting, there will be a 30 minute processing session to unpack the group session. Students will be assigned to facilitate each processing session.

The objective of these process group experiences is for each class member to take an honest look at his or herself as a person and as a professional, to enhance self-understanding, to take risks in sharing issues, to grow a safe environment with colleagues, to integrate cognitive learning with experiential process, and to become personally familiar with the group therapy milieu. All ethical guidelines are expected to be followed.

Students will be responsible for developing an outline for their in-class group session. The outline should include goal(s), an agenda, and procedures to be used in the group, and a brief statement about how the team will work together to co-facilitate the group. This outline will be due at the time of the group session. The processing session should be designed to be constructive and insightful. Processing sessions should be aimed at helping group members unpack the experience, identifying what worked and did not work in the exercise, and gain insights into personal styles and factors that impact the group process

***Develop, Lead, and Report on a Clinical Group (45%)  
With Summary Paper***

*Paper is to be submitted by Blackboard no later than Saturday, November 28 at 11:59 PM.*

Each student is responsible for developing and leading a clinical group during the semester. Groups should have a minimum of 4 participants and should meet for at least 6, one to one and half hour sessions. The material for the group meetings should be original, developed by the student. Students are allowed to utilize published resources, but the

overall content should be developed by the student. In addition to the group materials, each student must develop and utilize a method for assessing the outcome of the group. The form of assessment will vary due to the structure, purpose, and content of the group.

Students are responsible for obtaining proper informed consent from all group participants. This consent includes permission to discuss the group process in the seminar and in a summary paper.

One objective of this assignment is for students to gain experience creating resources to be used in therapy. In lieu of a traditional research paper, this assignment will provide the student an opportunity to select a clinical area that lacks strong group materials and fill that need. Ultimately, these materials could serve as the basis for professional presentations and/ or publishing opportunities. With that goal in mind, students will need to be diligent to document their sources and create high quality materials. The format for the materials to be submitted for grading will vary some from student to student.

In the first seminar meeting, students will make a formal presentation (approximately 1 hour) of the plan for the clinical group including

- a justification of the need for the group (review of literature, review of current statistics, cultural trends, conditions in the specific setting for the group, etc.)
- an overview of the marketing for the group including handouts or other materials (advertising, social media, etc.) designed to market the group to the target population
- the instrument or instruments to be used to measure group progress or success. These may be published instruments or informal instruments designed by the student. If published instruments are used, students must adhere to all applicable copyright and permissions.
- An outline for the group sessions
- An initial look at group materials as applicable to the specific group

In the second seminar meeting, students will give a brief update of the progress of the group and present any materials developed and employed since the first meeting. These materials should be of high quality and suitable for another counselor to adopt for use.

In the final seminar meeting, each student will give a presentation of approximately one hour on the group they created and lead. The presentation should be an overview of the outcomes of the group, including the results and a statistical analysis of the measurement instrument employed. *As may be appropriate per informed consent and confidentiality*, student may include group member observations or testimonials, video or audio from the group, etc.

In addition, a paper summarizing your group experience will be due at the final seminar. This paper should include all of the materials developed, a reflection summary of each group meeting (number of participants, facilitator's personal internal experience, elements that worked, things to modify in the future, group member response/ reaction, etc.), results of group outcome assessment, and facilitator evaluation of the overall

experience and usefulness of the group. *Paper is to be submitted by Blackboard no later than Saturday, November 28 at 11:59 PM.*

### **Reflection Paper (10%)**

*Reflection Paper is to be submitted by Blackboard no later than Saturday, November 28 at 11:59 PM.*

Each student will submit a reflection paper that addresses the following areas:

- Initial thoughts and feelings regarding participation in a group experience.
- Personal assessment of strengths and growing areas related to successfully leading and participating in groups.
- Explanation of personal evolution during the group process.
- Three specific ways the student will work to continue to grow and develop as a healthy individual and professional.
- Each student will need to select at least one assessment to take as part of his or her own personal evaluation (example: TORI Group Self Diagnosis Scale)

### **Reading & Reviews (20%)**

*Reviews are to be submitted through Blackboard no later than Saturday, Oct. 24 at 11:59 PM.*

Each student is responsible for reading the assigned material for the seminar and preparing a brief review / critique of the book. Reviews should include a brief summary of key points, areas of agreement with the author, areas of disagreement, and comments on the appropriate use and audience for the book. These critique/reviews will be due for and discussed in the second seminar meeting.

### **Blackboard: (5%)**

Students are required to participate in discussions and submit work as assigned on blackboard.

### **Course Schedule:**

The seminar meets three times in the semester, on Sep. 10-11, Oct. 29-30, and Dec. 3-4, 2015. Each meeting will start on Thursday at 1:00 PM concluding at 9:00 PM, then will resume on Friday at 8:00 AM and conclude at 11:00 AM.

#### Meeting 1:

- Present groups as detailed in the assignment section of the syllabus.

#### Meeting 2:

- Discussion of the readings for the seminar. Students should be prepared to participate fully and lead a brief discussion of the books as assigned by the professor on seminar day.
- Watch a selection of video from Yalom in class and discuss.
- Students will participate and lead in the seminar group process as outlined in the assignments section of the syllabus.

#### Meeting 3:

- Students will present results of their clinical group assignment to the seminar as detailed in the assignments section of the syllabus.

- Students will present and lead class discussion of their six group-related interviews.

<b>Course Evaluation:</b>	<b>Assignment Values</b>
Blackboard Participation	5%
Reading and Reviews	10%
Reflection Paper	10%
Develop, Lead, and Report on a Clinical Group (w/ Summary Paper)	45%
Participate in the Seminar Group Process	15%
Interviews	15%

### **ADDITIONAL ITEMS AND POLICIES:**

#### **Academic Honesty:**

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.

#### **Assignment Submission & Late Assignments:**

- Late assignments are not accepted except in cases of serious or life-threatening emergency. Please notify the professor as soon as possible in such cases.
- All assignments will be submitted electronically through Blackboard in the "Assignments" section of the course shell on the dates specified in the assignments section of the syllabus.
- All assignments must be submitted as Microsoft Word files (doc and docx) or PDF. If you use Word Perfect, Pages, Open Office, etc., please render the document as a PDF before submission. For handouts or flyers produced in graphics or publishing platforms (MS Publisher, Adobe CS, etc.), please render as PDF before submission.
- All assignments are due by 11:59 PM (CST) on the due date. If a student has technical issues with Blackboard, email may be used as a backup for on-time submission.
- Assignments will be graded in Blackboard and available for review in Blackboard by the student after grading is completed.

#### **Attendance:**

This course is designed to be an interaction between the professor and students and between students. Attendance at all seminar meetings is required. Each student must participate substantively in seminars.

#### **Communication:**

Communication to students will be in the form of email, including email sent from the seminary's Blackboard and SelfServe systems. Please update your email (and other contact information) in both systems to ensure you receive course-related communications.

**Emergencies:**

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

**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

**Online Etiquette:**

As a student preparing for ministry and enrolled in a graduate level course, a mature attitude toward education is expected. Material posted to this course's Blackboard shell should reflect scholarly thought appropriate to both ministry and graduate level work. Please do not post non-course material to the Blackboard shell. Observing the following suggestions will help ensure a positive experience for everyone.

1. Use courtesy and discretion.
2. Be precise in your writing and keep in mind that your audience does not have the benefit of seeing you or observing your body language, including your facial expressions, and, in particular, hearing your "tone of voice." What you may intend as humor could be interpreted in a variety of ways by your readers, so try to communicate as accurately as possible.
3. Feel free to disagree with one another, including your instructor, but do so in an agreeable manner. Treat one another with Christian respect.
4. Respond to each Discussion Board assignment to the best of your ability, keeping in mind that your responses, for better or for worse, may influence others.
5. Appropriate humor and levity are a valued part of group discussions.

Help make our class discussions some of the most fruitful and enjoyable experiences of this course.

**Plagiarism:**

Plagiarism is considered by NOBTS to be a serious academic and ethical offense. It also has implications in the student's adherence to copyright laws. Read the NOBTS *Student Handbook* (p. 9) (See: <http://www.nobts.edu/resources/pdf/StudentHandbook.pdf> ) for a description of

plagiarism and how to avoid it. The seminary has instituted serious disciplinary consequences for plagiarism. The seminary policy will be followed to the letter in this course. See your style guides (APA or Turabian) for correct format for citation in your assignments.

### **Technical Assistance:**

For technical assistance contact the Information Technology Center (ITC).

### SelfServe:

- Email [Selfserve@nobts.edu](mailto:Selfserve@nobts.edu) for technical questions/support requests with the [Selfserve.nobts.edu](http://Selfserve.nobts.edu) site (Access to online registration, financial account, online transcript, etc.)

### Blackboard:

- Email [blackboardhelpdesk@nobts.edu](mailto:blackboardhelpdesk@nobts.edu) for technical questions/support requests with the NOBTS Blackboard Learning Management System [NOBTS.Blackboard.com](http://NOBTS.Blackboard.com).

### General Technology Requests or Questions:

- Email [ITCSupport@nobts.edu](mailto:ITCSupport@nobts.edu) for general technical questions/support requests.
- Call 504.816.8180 for any technical questions/support requests.
- Email [www.NOBTS.edu/itc/](http://www.NOBTS.edu/itc/) for general NOBTS technical help information is provided on this website.

## SELECTED BIBLIOGRAPHY

Arnold, J. (1992). *The Big Book on Small Groups*. Intersivity Press.

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