

**SYLLABUS**  
**PSY 3041: Group Counseling**  
**Fall 2022**

**Section 1**

Monday Wednesday: 12:25-1:20 Class  
Thursday: 12:30-1:20 Group (TBD)  
Instructor: Kendra Oakes Mueller, Ph.D.  
Office: Culbertson Hall 210  
Phone: 619-849-2945  
Email: [kendraoakesmueller@pointloma.edu](mailto:kendraoakesmueller@pointloma.edu)  
Final Exam: Friday, December 16<sup>th</sup>, 10:30-1:00pm

**Section 2**

Tuesday Thursday: 2:55-3:50 Class  
Thursday: 12:30-1:20 Group  
Instructor: Joel Sagawa, Ph.D.  
Office: Culbertson Hall 106  
Phone: 619-849-2381  
Email: [jsagawa@pointloma.edu](mailto:jsagawa@pointloma.edu)  
Final Exam: Tuesday, December 13<sup>th</sup>, 3:30-7:00pm

**Section 3**

Monday Wednesday: 8:30-9:25 Class  
Thursday: 12:30-1:20 Group  
Instructor: Kim Schaeffer, Ph.D.  
Office: Culbertson Hall 212  
Phone: (619) 849-2466  
Email: [kimschaeffer@pointloma.edu](mailto:kimschaeffer@pointloma.edu)  
Final Exam: Monday, December 12<sup>th</sup>, 7:30-10:00am

**Psy 1001 Coordinators:**

Kendra Oakes Mueller, Ph.D.	Email: <a href="mailto:kendraoakesmueller@pointloma.edu">kendraoakesmueller@pointloma.edu</a>
Addison Angulo, M.A.	Email: <a href="mailto:psych-dept-assistant@pointloma.edu">psych-dept-assistant@pointloma.edu</a>

**Office Hours:** Made by appointment only

**PLNU Mission Statement**

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is molded and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Course Description**

A group method experience for students to participate both as a small group “facilitator” (with a small group of Psychology 1001 students), and a small group member. Students will be the facilitator of a small group of first-year students which will meet each week on Thursdays from 12:30pm-1:20pm. Students will lead the students in a series of activities and discussions designed to facilitate their transition to college life at PLNU.

## Course Learning Outcomes

1. Improve interpersonal skills
2. Deepen understanding of the art and science of small group leadership.
3. Define in detail the concept of a “community of Love” (based on Wesleyan theology).
4. Identify stages of small group development.
5. Demonstrate effective communication skills in supervision group.
6. Pass an on-line quiz consisting of textbook test bank questions regarding small group counseling.
7. Discuss effective leadership in handling common small group dilemmas.
8. Plan interactive exercises with their group of first year students

## Textbooks

### Required Textbook:

Group Leadership Skills by Chen and Ryback **2<sup>nd</sup> Edition**.

## Course Requirements

1. Participation: In-class and out-of-class participation is required and is figured into your final grade. If you miss more than three class sessions or miss one of your small group times without prior permission from the instructor, you may receive a one third letter grade reduction.
2. Reading Quizzes: Students are expected to read the assigned texts and complete assigned quizzes before class. There will be a total of 9 multiple-choice quizzes throughout the semester. The first two quizzes allow for multiple attempts. All subsequent quizzes allow for only one attempt. Points will be rewarded up to 170 points out of the possible 240 points.
3. Reflection Papers: There will be a total of 6 reflection papers due throughout the semester. Descriptions of all reflection papers and grading rubrics are listed on canvas.
4. Group Perceptions Paper: Students are required to write a 3-5 page paper in which they will be asked share their observations about the individual group members, their own participation, and the group process. A description of the group perceptions paper and the grading rubric is listed on canvas.
5. Grade Sheets: Students are expected to coordinate with their small group members to complete grade sheets for each small group member at the middle and the end of the semester. Successful submission of these grade sheets is required and figured into your final grade.

## Grading

A minimum of 50% is needed to pass the course. The final grade will be computed on the following basis:

1. Quizzes (170 pts) ~ 40%
2. Reflection Papers (120 pts) ~ 30%
3. Group Perception Papers (50 pts) ~ 15%
4. Grade Sheets (50 pts) ~ 15%

**Total: 390 points 100%**

*Note: If you miss more than three class sessions or miss one of your small group times without prior permission from the instructor, you may receive a one third letter grade reduction.*

### Percentage Score:

93-100% = A	(390-359)	90-92% = A-	(358-351)		
88-89% = B+	(350-343)	87-84 = B	(342-327)	83-80 = B-	(326-312)
78-79 = C+	(311-304)	74-77 = C	(303-288)	70-73 = C-	(287-273)

### Course Policies

1. Attendance: Students may choose to miss a total of 3 classes for any reason throughout the semester. However, students risk being de-enrolled in the event that they miss 4 classes or more (i.e., if absences exceed 20 percent of class meetings). If you miss more than three times or miss one of your small group times without prior permission from the instructor, you may receive a one third letter grade reduction.
2. Quizzes: There will be no make-ups for any quiz without prior permission from the instructor.
3. Papers: All papers are to be computer generated, 10-12 font, double spaced, referenced using APA style.

### Privacy and Responsibility

It is essential that all members enter into a verbal contract of privacy (both in 1001 and 3041). This means that no one discusses anything that is spoken about in the group outside the group. The professor will also abide by this principle except in cases where consultation is needed or where he is required to report by law (e.g., child, elder, dependent adult, or spousal abuse, or risk to hurt self or others, or court orders). You may share your experience of group (what you are learning about groups and yourself) with others outside group but never disclose the names or experiences of other members. It is also best if group members not discuss the group together outside the group, but if you do we ask that you take responsibility to discuss the salient aspects of the conversation inside the group. It is also expected that all group facilitators serve as positive role models to their group and have signed a contract in the application agreeing to this. In the very rare circumstance that we find a leader has not modeled positive appropriate behaviors to his or her group, the professors reserve the right to remove the student as a 1001 facilitator, reduce the grade of, or even fail a student after consultation with the department.

### Course Design

On a daily basis, the 341 class will focus on handling administrative issues, processing issues from the first year groups, and using the class time to create a “community of love” discussion group. This course will use a didactic format the first three weeks, and then switch to an experiential method.

The Psychology 101 small groups are designed to allow the first year students to create a *community of love* where they can find support and encouragement during what can be a very stressful transition to college. The actual format and content of each of these communities will vary depending on the personality makeup of the group. The role of the Psych 341 facilitator is to **facilitate the development of the community but *not* to do the work for their group.**

### Final Exam Policy

Successful completion of this class requires taking the final examination on its scheduled day. The Final Exam Schedule is available online.

### Attendance Policy

Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. A complete description of the Academic Policies can be found in the Undergraduate Academic Catalog.

### Course Credit Hour Information

Following the PLNU Credit Hour Policy, to meet the identified student learning outcomes of this course, the

expectations are that this 3 unit course, delivered over a 15 week semester will approximate 2.5 hours/week classroom/lab or direct faculty instruction. In addition, out of class student work will approximate a minimum of 6 hours each week. Specific details about how the class meets the credit hour requirement can be provided upon request.

### **FERPA Policy**

In compliance with federal law, neither your PLNU student ID nor your social security number will be used in publicly posted grades or returned sets of assignments without your written permission. In addition, in compliance with FERPA policy, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal.

### **Academic Honesty Policy**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one’s own when in reality they are the results of another person’s creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty will follow and students may appeal using the procedures in the University Catalog. See the Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

### **Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by US Copyright Act for classroom education. Any use of those materials outside of the class may violate the law. More information on the PLNU Copyright Policy can be found online.

### **Academic Accommodations**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications, or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center (DRC@pointloma.edu or 619-849-2381). The DRC’s policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504(a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student’s specific learning needs. The DRC will thereafter email the student’s AP to all faculty who teach course in which the student is enrolled each semester. The AP must be implemented in all such courses. If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course. Students may find additional support through other campus offices as well including the Office of Spiritual Development, the Tutorial Center, and/or the Wellness Center.

### **Introductory Group Comments**

People experience feelings, thoughts, and exhibit behaviors and problems for a variety of reasons (e.g., cultural, gender-related, childhood upbringing, spiritual history). Yet, all people are embedded in a matrix of social

relationships. We are social beings that become persons through relationships, develop problems and idiosyncrasies in and through relationships, and learn, grow and develop strengths and resiliencies in relationships. **Perhaps the greatest task of the human person is to develop and maintain close meaningful relationships**

We have probably all longed, at one time or another, to clarify a relationship, to be really honest about our positive and negative feelings toward someone. We have probably also desired to receive honest reciprocal feedback about how we affect each other. In society this open communication is rarely engaged in due to many rules about who can say what to whom, including fear of hurting others and losing friends. In many families there are “no talk” rules about certain subjects. In the social laboratory of this class group these kinds of **honest exchanges are not only allowed but encouraged**. You can learn an incredible amount about yourself and your self-in-relation by honest interpersonal exploration. This may not be easy and at times may actually be very stressful, but if you can understand and work out your relationships with the members of the group, it often has significant rewards that carryover to the outside world.

The way you can best help yourself and the group is to **be honest and direct about your feelings in the group at that moment** (in the here-and-now) especially feelings toward other group members and the professor. This is the core of the group! This is not a forced confessional as all individuals have different rates for developing trust and openness.

At first the group may seem strange and frustrating. You may develop feelings of annoyance with the professor wanting them to supply you with answers. I urge you not to give up on the process too early. Help will come as you discuss your feelings and from other group members. Your two major tasks are to **discuss your thoughts and feelings about anything and everything that comes to mind** (especially as these relate to the other members of the group), and to **consistently attend and be on time**. My role is group facilitator. This is different from “professor” who supplies you with information which you passively receive. I will assist you to understand the group and yourself. I will not, however, do the work of the group. This can come only as you risk and strive to be genuine with your feelings and experiences and present with yourself.

Obviously this group is a place to process what is happening in your own small groups, but you will only be really effective as a group facilitator if you understand yourself. By understanding yourself you can come to understand why you feel and do what you do in your own groups. At times you may also experience some confusion going from group facilitator (in 101) to group member (in 341).

# PSY101 SMALL GROUP GRADE SHEET

Freshman's name: \_\_\_\_\_ Professor: \_\_\_\_\_

Small Group #: \_\_\_\_\_ Leader (first & last name): \_\_\_\_\_

Section #: \_\_\_\_\_

## SMALL GROUP ATTENDANCE

# of Small Group Absences: \_\_\_\_\_ Points

0 absences = 0 points

1 absences = 0 points

2 absences = 0 points

3 absences = -5 points

4 absences = -10 points

5 absences = -15 points

6 absences = -20 points

7 absences = deenrollment

## SMALL GROUP PARTICIPATION

- Eight Letters to Small Group Leader (24 possible points)

# of letters missed \_\_\_\_\_ multiplied by 3 = \_\_\_\_\_  
↓  
24 - \_\_\_\_\_ = \_\_\_\_\_ Points

## EFFORT/ATTITUDE AS PARTICIPANT IN GROUP

- I have done my best to help make my small group a "community of love."*(Freshman circles one.)

1: Strongly Disagree

2: Disagree

3: Neutral

4: Agree

5: Strongly Agree

\_\_\_\_\_ Points

- Completed Small Group Leader Evaluation Survey (6 points, 3 per evaluation) \_\_\_\_\_ Points

## "TRANSITION TO COLLEGE" ACTIVITIES

- Use of "Daily Planner" or Calendar (5 points) \_\_\_\_\_ Points  
(Freshman shows use of Daily Planner or Calendar to small group leader.)

- Join/Participate in a PLNU club or group (5 points) \_\_\_\_\_ Points

- Name of PLNU club or group (including athletics): \_\_\_\_\_

(45 possible points) **TOTAL POINTS = \_\_\_\_\_**

# PSY101 Small Group Leader Evaluation

Leader's Name \_\_\_\_\_

Small Group # \_\_\_\_\_

Thursday Small Group Meeting Location\_\_\_\_\_

Circle one for each Question:

1. Our group has come closer since the 1<sup>st</sup> day:

Not at all											Very Close
0	1	2	3	4	5	6	7	8	9	10	

2. Our group leader is supportive about being a group leader:

Not at all										Very enthusiastic
0	1	2	3	4	5	6	7	8	9	10

3. Our group leader is sensitive and caring:

Not at all                      Very caring

0     1     2     3     4     5     6     7     8     9     10

4. Our group leader seems to have a bearing on what he or she is doing:

Not at all 0 1 2 3 4 5 6 7 8 9 10 Very Knowledgeable

5. At this time my evaluation would be that my group leader should be selected to be a group leader for the next semester:

I strongly feel they shouldn't be 0 1 2 3 4 5 6 7 I strongly feel they should be 8 9 10

What has your small group leader done well?

What would you suggest for your small group leader to do more or less of in the future?