



Department of Undergraduate Psychology

Psychology 3041-2 (Fall 2023)

Group Counseling (1-3 Units)

Meeting days/times: MW 1:30-2:25 pm (Small Groups Th 12:30-1:20pm)

Meeting location: Cabrillo Hall 101

Final Exam: Monday 12/11/23 @ 1:30 pm

Instructor title and name:	Lauren Mueller, PsyD
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Email:	lmuller@pointloma.edu
Office location and hours:	Virtual Only - Please call or email to set up appointment time

University Mission Statement:

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

Course Description:

This course is designed as 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.

Catalog Description:

This course is designed to be a group method experience which introduces theories used to modify, ameliorate, or change personal behavior. Each student is required to lead discussions with a group of up to twelve first year students in order to discuss and explore various topics pertaining but not limited to social, mental, and spiritual development as they transition to college.

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.

Course Texts (Required):

Chen, M., & Rybak, C. J. (2004). *Group leadership skills* – 2nd edition. Belmont, CA: Brooks/Cole.

Course Credit Hour Information:

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes.

Course Requirements:

1. Participation: Participation is required and is figured into your final grade.
2. Quizzes: Students are expected to read the assigned text and complete all 10 reading quizzes. Descriptions of all quizzes are listed on canvas.
3. Reflection Assignments: There will be a total of 10 reflection assignments due throughout the semester. Descriptions of all reflection assignments and grading rubrics are listed on canvas.
4. Group Perceptions Paper: Students are required to write a paper in which they will be asked to 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.

- Final Reflection Paper: In lieu of a final exam, students are required to write a paper in which they will be asked to demonstrate what they have learned about themselves, others, and the process of small group development through this course. A description of the final reflection paper and the grading rubric is listed on canvas.
- Data Entry: Students are expected to enter small group member attendance and indicate the completion of any relevant small group assignments in canvas on a weekly basis. Successful entry of this data into canvas is required and figured into your final grade.

Grading:

Participation: (200 pts) 40%	Assignments: (100 pts) 20%
Quizzes (100 pts) 20%	Papers (50 pts) 10%
	Data Entry (50 pts) 10%
	Total: (500 pts) 100%

Percentage Score

A	=	93-100%	B+	=	88-89%	C+	=	77-79%	D+	=	62-64%
A-	=	90-92%	B	=	84-87%	C	=	70-76%	D	=	55-61%
			B-	=	80-83%	C-	=	65-69%	D-	=	50-54%
									F	=	Below 50%

Z Score

A	=	1.33	B+	=	0.67	C+	=	-0.33	D+	=	-1.67
A-	=	1	B	=	0.33	C	=	-1	D	=	-2
			B-	=	0	C-	=	-1.33	D-	=	-2.33
									F	=	Below -2.33

Course Policies:

- Office Hours: Appointments with the instructor can be scheduled via email or phone.
- Email: Most often, you will receive a response to your emails from the instructor of this course within 2 days. If you have a more immediate question, or if you have a concern regarding the safety of a student (see Students in Distress below), please contact the instructor by phone at 626-660-6133.
- Students in Distress: In the event that you feel concerned for a student's safety, please connect them to the Wellness Center by walking them over to their office during business hours. If it is after hours, please connect them to a phone counselor at the wellness center by calling 619-849-2574 or any available PLNU staff or faculty member. In the event that you cannot connect them to a PLNU staff or faculty member and the student expresses a specific plan or intent to harm themselves, please connect them to campus safety by calling 619-849-2525. Once you have connected a student to a staff or faculty member at PLNU, please give me a call at 626-660-6133.
- Attendance: Students are at risk of being de-enrolled from this course in the event that they miss 4 or more class sessions (i.e., if absences exceed 20 percent of class meetings).
- Participation: Students must participate in our class discussion times to receive participation credit. As the facilitation of a small group is an essential component to this course, students risk a one-third grade reduction in this course if they fail to facilitate any of their PSY1001

meetings without prior permission from their instructor. In addition, students also risk one-third grade reduction in this course if they fail to participate in 3 or more of their PSY3041 meetings without prior permission by the instructor. In certain extenuating circumstances, alternatives may be provided to make up participation points if permission is obtained from the instructor.

6. Quizzes: All quizzes are due on Friday by 5pm. Students are allowed extensions through Monday at midnight if needed, but students will not be allowed to submit quizzes after a quiz closes on canvas. If needed, students can complete the final quiz for this course which will replace their lowest quiz score.
7. Reflection Assignments: All reflection assignments are due on Friday by 5pm. Students are allowed extensions through Monday at midnight if needed, but students will not be allowed to submit reflection assignments after a reflection assignment closes on canvas. If needed, students can complete the final reflection assignment for this course which will replace their lowest reflection assignment score.
8. Papers: Papers must be submitted on time for credit. In certain extenuating circumstances, students may be provided with the opportunity to submit their papers late. However, prior permission to submit their papers late must be provided by the instructor and students must submit their papers by the last day of the semester.
9. Data Entry: A check on data entry will be done during the middle of the semester and the end of the semester. If students have not sufficiently entered data a reminder will be provided to update canvas. If data is not updated within 7 days following this reminder, students will not receive any points for data entry.

Attendance and Participation Policy:

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive the appropriate grade for their work and participation.

In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. If absences exceed these limits but are due to university excused health issues, an exception will be granted. A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week. A complete description of the [Academic Policies](#) can be found in the Undergraduate Academic Catalog.

Final Examination Policy:

In lieu of a final examination, this course will have a final paper, due on Monday, December 11. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be

granted.

State Authorization:

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

PLNU Copyright Policy:

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU 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 should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy:

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

PLNU Academic Accommodations Policy:

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Use of Technology:

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Language and Belonging:

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

Sexual Misconduct and Discrimination:

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of

campus pastors at pointloma.edu/title-ix.

Content Warning:

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In Group Counseling, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of psychology and group development and leadership, and I will support you throughout your learning in this course.

Trigger Warning:

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In Group Counseling, we will cover a variety of topics, some of which you may find triggering. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of psychology and group development and leadership, and I will support you throughout your learning in this course.

Spiritual Care:

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

Introductory Group Comments:

The Psychology 1001 small groups are designed to allow first-year students the opportunity 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 Psychology 3041 facilitator is to facilitate the development of the community but not to do the work for their*

group.

Perhaps the best way to acquire the skills to lead a group is the experience of being in a group. For this reason, Psychology 3041 will give you the opportunity to have a “group experience” where you can discuss areas of your own personal development in the same way you hope your group members will. ***As a result, this class will likely be one of the easiest and most difficult classes you have ever taken!***

Given this, our class time will focus on handling administrative issues, processing issues that arise in the first-year groups, and using the class time to create a “community of love” discussion group ourselves. This course will use a didactic format in the first few weeks, and then will switch to an experiential method. Students who are uncomfortable and unwilling to participate in both aspects of the class should drop at the beginning of the semester. In this practicum the learning experiences will come as you interact with others and experience the stages of group development.

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 confession, 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 hear 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 1001) to group member (in 3041). This is okay and something that we would simply encourage you to bring up during our class sessions and to talk about within this context of community.

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 she 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, Title IX reporting, etc.). 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 at a Glance:

Week 1 - Getting Your Small Group Started

Overview

This week we will review some initial strategies to get your group members talking, define the concept of a “community of Love”, and discuss the purpose of the small groups.

Student Learning Outcomes

1. Review and participate in icebreaker activities.
2. Discuss the purpose of the small groups.
3. Define the concept of a “community of Love” (based on Wesleyan theology).

Tasks

- Attend and participate in class discussions
 - 8/28 (class participation 1)
 - 8/30 (class participation 2)
- Attend Zoom sessions on Thursday 8/31 at 12:30pm and at 1:00pm

Required Readings and Assignments:

Chen, M., & Rybak, C. J. (2004). *Group leadership skills* – 2nd edition. Belmont, CA: Brooks/Cole.

- Quiz #1 (Ch. 1 Theories and Assumptions) - Due 9/1 @ 5pm
- Reflection Assignment #1 (Tips for Small Group Leaders) - Due 9/1 @ 5pm

*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

Week 2 - Structuring Your Small Group

Overview

This week we will review the different types of groups and how these groups differ in terms of function, focus, and structure. In addition, we will discuss the key characteristics of a support group and how to structure group discussion times.

Student Learning Outcomes

1. Review the different types of groups and how these groups differ in terms of function, focus, and structure.
2. Identify the key characteristics of a support group.
3. Discuss how to structure group discussion times.

Tasks

- Attend and participate in class discussion
 - 9/4 ****No class on Labor Day****
 - 9/6 (class participation 3)
- Facilitate your small group
- Enter small group member attendance and indicate completion of any relevant small group assignments

Required Readings and Assignments:

Chen, M., & Rybak, C. J. (2004). *Group leadership skills* – 2nd edition. Belmont, CA: Brooks/Cole.

- Quiz #2 (Ch. 2 On Becoming a Group Leader) - Due 9/8 @ 5pm
- Reflection Assignment #2 (First Impressions of Your Small Group) - Due 9/8 @ 5pm

*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

Week 3 - The Role of the Group Facilitator

Overview

This week we discuss the role of the group facilitator and the key tasks of the group facilitator, including the importance of “checking in” with all group members.

Student Learning Outcomes

1. Reflect on the importance of “checking in” with all group members and methods for “checking in” within a small group format.
2. Review examples of ground rules and the role of the group facilitator in shaping norms for the small group.
3. Discuss the pros and cons to vulnerability and the importance of sensitivity to individual differences with regard to vulnerability.

Tasks

- Attend and participate in class discussion
 - 9/11 (class participation 4)
 - 9/13 (class participation 5)
- Facilitate your small group
- Enter small group member attendance and indicate completion of any relevant small group assignments

Required Readings and Assignments:

Chen, M., & Rybak, C. J. (2004). *Group leadership skills* – 2nd edition. Belmont, CA: Brooks/Cole.

- Quiz #3 (Ch. 3 Types of Groups and How to Start One From Scratch) - Due 9/15 @ 5pm
- Reflection Assignment #3 (Boundaries, Privacy, and Self-Disclosure) - Due 9/15 @ 5pm

*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

Week 4 - Small Group Dilemmas

Overview

This week we will discuss several small group dilemmas and how to effectively manage these challenging situations.

Student Learning Outcomes

1. Identify any issues and/or challenges that have come up in the small groups.
2. Review several challenging scenario vignettes.
3. Discuss how to effectively manage challenging situations.

Tasks

- Attend and participate in class discussion
 - 9/18 (class participation 6)
 - 9/20 (class participation 7)
- Facilitate your small group
- Enter small group member attendance and indicate completion of any relevant small group assignments

Required Readings and Assignments:

Chen, M., & Rybak, C. J. (2004). *Group leadership skills* – 2nd edition. Belmont, CA: Brooks/Cole.

- Quiz #4 (Ch. 4 Fundamental Skills for Group Facilitation and Intervention) - Due 9/22 @ 5pm
- Reflection Assignment #4 (Interpersonal Perceptions) - Due 9/22 @ 5pm

*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

Week 5 - The Stages of Group Development

Overview

This week we will review the stages of group development and discuss the role of perceptions in the interpersonal process of group.

Student Learning Outcomes

1. Review the stages of group development.
2. Discuss the role of perceptions in the interpersonal process of group.
3. Process experiences of being misperceived.

Tasks

- Attend and participate in class discussion
 - 9/25 (class participation 8)
 - 9/27 (class participation 9)
- Facilitate your small group
- Enter small group member attendance and indicate completion of any relevant small group assignments

Required Readings and Assignments:

Chen, M., & Rybak, C. J. (2004). *Group leadership skills* – 2nd edition. Belmont, CA: Brooks/Cole.

- Quiz #5 (Ch. 5 The First Session and the Forming Stage) - Due 9/29 @ 5pm
- Reflection Assignment #5 (Interpersonal Patterns and Responses to Conflict) - Due 9/29 @ 5pm

*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

Week 6 - Interpersonal Patterns of Responses to Conflict

Overview

This week we will review the different interpersonal responses to self-disclosure. In addition, we will discuss the pros/cons to interpersonal feedback and how people respond differently to conflict.

Student Learning Outcomes

1. Review the different interpersonal responses to self-disclosure.
2. Discuss the pros/cons to interpersonal feedback and how people respond differently to conflict.

Tasks

- Attend and participate in class discussion
 - 10/2 (class participation 10)
 - 10/4 (class participation 11)
- Facilitate your small group
- Enter small group member attendance and indicate completion of any relevant small group assignments

Required Readings and Assignments:

Chen, M., & Rybak, C. J. (2004). *Group leadership skills* – 2nd edition. Belmont, CA: Brooks/Cole.

- Quiz #6 (Ch. 9 Working with Unspoken Tension and Open Conflict) - Due 10/6 @ 5pm
- Reflection Assignment #6 (Transference and Countertransference) - Due 10/6 @ 5pm

*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

Week 7 - Transference and Countertransference

Overview

This week we will review the concepts of transference and countertransference, discuss examples of transference and countertransference, and identify strategies to effectively manage transference and countertransference in the group context. In addition, we will discuss the importance for a group facilitator to be able to set compassionate boundaries.

Student Learning Outcomes

1. Review the concepts of transference and countertransference.
2. Identify strategies to effectively manage transference and countertransference.

Tasks

- Attend and participate in class discussion
 - 10/9 (class participation 12)
 - 10/11 (class participation 13)
- Facilitate your small group
- Enter small group member attendance and indicate completion of any relevant small group assignments

Required Readings and Assignments:

- Data Entry - Mid-Semester Check - Due 10/13 by 11:59pm

*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

Week 8 - Self-Disclosure and Sharing Your Story

Overview

This week we will discuss the different types of self-disclosure and the different ways to share your story.

Student Learning Outcomes

1. Review the different types of self-disclosure.
2. Process the pros/cons to the different types of self-disclosure.
3. Discuss the different methods of sharing your story.

Tasks

- Attend and participate in class discussion
 - 10/16 (class participation 14)
 - 10/18 (class participation 15)
- Facilitate your small group
- Enter small group member attendance and indicate completion of any relevant small group assignments

Required Readings and Assignments:

- Paper 1 - Group Perceptions Paper - Due 10/20 @ 5pm

*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

Week 9 - Group Perceptions, Group Roles, and the Group Process

Overview

This week we will review the different roles group members may play within the group, discuss ways of providing interpersonal feedback, and process the importance of communicating across individual differences within the group process.

Student Learning Outcomes

1. Review the different roles group members may play within the group.
2. Discuss ways of providing interpersonal feedback.
3. Process the importance of communicating across individual differences within the group process.

Tasks

- Attend and participate in class discussion
 - 10/23 (class participation 16)
 - 10/25 (class participation 17)
- Facilitate your small group
- Enter small group member attendance and indicate completion of any relevant small group assignments

Required Readings and Assignments:

Chen, M., & Rybak, C. J. (2004). *Group leadership skills* – 2nd edition. Belmont, CA: Brooks/Cole.

- Quiz #7 (Ch. 10 Taking Risks in Communication) - Due 10/27 @ 5pm
- Reflection Assignment #7 (Telling Your Story) - Due 10/27 @ 5pm

*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

Week 10 - Group Perceptions, Group Roles, and the Group Process (Continued)

Overview

This week we will continue to review the different roles group members may play within the group, continue to discuss ways of providing interpersonal feedback, and continue to process the importance of communicating across individual differences within the group process.

Student Learning Outcomes

1. Review the different roles group members may play within the group.
2. Discuss ways of providing interpersonal feedback.
3. Process the importance of communicating across individual differences within the group process.

Tasks

- Attend and participate in class discussion
 - 10/30 (class participation 18)
 - 11/1 (class participation 19)
- Facilitate your small group
- Enter small group member attendance and indicate completion of any relevant small group assignments

Required Readings and Assignments:

Chen, M., & Rybak, C. J. (2004). *Group leadership skills* – 2nd edition. Belmont, CA: Brooks/Cole.

- Quiz #8 (Ch. 11 Advanced Steps into the Here-and-Now) - Due 11/3 @ 5pm
- Reflection Assignment #8 (Gifts and Growth Areas) - Due 11/3 @ 5pm

*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

Week 11 - Insight and Interpersonal Learning within the Group Context

Overview

This week we will discuss the importance of insight and interpersonal learning within the context of a support group. In addition, we will share some of the insights gained through the experience of facilitating a small group this semester, including personal reflection on strengths and growth areas.

Student Learning Outcomes

1. Discuss the importance of building insight within the context of a support group.
2. Process some of the insights gained through the experience of facilitating a small group this semester.
3. Share personal strengths and growth areas as a group facilitator.

Tasks

- Attend and participate in class discussion
 - 11/6 (class participation 20)
 - 11/8 (class participation 21)
- Facilitate your small group
- Enter small group member attendance and indicate completion of any relevant small group assignments

Required Readings and Assignments:

Chen, M., & Rybak, C. J. (2004). *Group leadership skills* – 2nd edition. Belmont, CA: Brooks/Cole.

- Quiz #9 (Ch. 12 Process Illumination) - Due 11/10 @ 5pm
- Reflection Assignment #9 (Letters to a New Leader) - Due 11/10 @ 5pm

*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

Week 12 - Ending Your Small Group

Overview

This week we will discuss the importance of ending your group well and the key skills required for providing closure to your group time.

Student Learning Outcomes

1. Discuss the importance of closure within the group process.
2. Review the different strategies for concluding the group time.
3. Process thoughts and feelings about ending your small group time.

Tasks

- Attend and participate in class discussion
 - 11/13 (class participation 22)
 - 11/15 (class participation 23)
- Facilitate your small group
- Enter small group member attendance and indicate completion of any relevant small group assignments

Required Readings and Assignments:

Chen, M., & Rybak, C. J. (2004). *Group leadership skills* – 2nd edition. Belmont, CA: Brooks/Cole.

- Quiz #10 (Ch. 14 Skills of Termination: Completing the Cycle) - Due 11/17 @ 5pm
- Reflection Assignment #10 (Saying Goodbye to Your Small Group) - Due 11/17 @ 5pm

*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

Week 13 - Thanksgiving Break

No Small Groups

- 11/20 **Online Lecture (optional)** (class participation 24)
- 11/22 ****No Class****

Week 14 - Ending Our Small Group

Overview

This week we will begin our process of ending our group time. In particular, we will begin to process individual differences in terms of saying goodbye, feelings about our group time ending, and the lessons learned through this experience.

Student Learning Outcomes

1. Process individual differences with regard to saying goodbye.
2. Discuss feelings about ending our group time.
3. Reflect on lessons learned through this experience.

Tasks

- Attend and participate in class discussion
 - 11/27 (class participation 25)
 - 11/29 (class participation 26)
- Facilitate your small group
- Enter small group member attendance and indicate completion of any relevant small group assignments

Required Readings and Assignments:

Chen, M., & Rybak, C. J. (2004). *Group leadership skills* – 2nd edition. Belmont, CA: Brooks/Cole.

- Quiz #11 (Ch. 7 Leading Semi-Structured Groups) - Due 12/1 @ 5pm
- Reflection Assignment #11 (Saying Goodbye to Our Small Group) - Due 12/1 @ 5pm

*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

Week 15 - Conclusion to Group Counseling

Overview

This week students will be given the opportunity to share what they have learned from one another and practice saying goodbye within the group context.

Student Learning Outcomes

1. Share interpersonal learning.
2. Practice saying goodbye within the group context.

Tasks

- Attend and participate in class discussion
 - 12/4 (class participation 27)
 - 12/6 (class participation 28)
- Facilitate your small group
- Enter small group member attendance and indicate completion of any relevant small group assignments

Required Readings and Assignments:

- Data Entry - Final Check - Due 12/8 by 11:59pm

*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.

Week 15 - Finals Week

Overview

This week students will complete their final reflection paper in lieu of a final exam.

Student Learning Outcomes

1. Demonstrate interpersonal learning and insight gained with regard to self, others, and the process of small group development.

Tasks

- Complete and submit final reflection paper in lieu of a final exam.

Required Readings and Assignments:

- Paper 2 - Final Reflection Paper - Due 12/11 @ 5pm

*It is estimated the time required to complete all assignments and activities for this course will take approximately 7.5 hours per week when averaged across the semester.