



Point Loma Nazarene University  
Department of Undergraduate Psychology

**Psychology 3041 Section 1 (Spring 2024)**  
**Group Counseling (1-3 units)**

<b>Instructor:</b> Kim Schaeffer	<b>Meeting Days:</b> Monday and Wednesdays
<b>Phone:</b> 619-849-2466 (email preferred)	<b>Meeting Times:</b> 8:30am-9:25pm
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<b>Office Hours:</b> Please email to schedule an appointment.	

**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 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:**

This course is designed 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. Pass an online quiz consisting of textbook test bank questions
8. Plan interactive exercises with their group of first year college students.

### **Course Texts (Required):**

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

### **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. Students may elect to complete an optional 11<sup>th</sup> reading quiz at the end of the semester which can be used to replace any missed quiz. Given this, there will be no make-ups for any quiz without prior permission from the instructor and all quizzes are to be submitted on time. Descriptions of all quizzes are listed on canvas.
3. Reflection Assignments: There will be a total of 10 reflection assignments due throughout the semester. Students may elect to complete an optional 11<sup>th</sup> reflection assignment at the end of the semester which can be used to replace any missed assignment. There will be no make-ups for any assignment without prior permission from the instructor and all assignments are to be submitted on time. 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 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. Final Reflection Paper: In lieu of a final exam, students are required to write a paper in which they will be asked to demonstrate that they have learned about themselves, others, and the process of small group development though this course. A description of the final reflection paper and the grading rubric is listed on canvas.
6. 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%  
Quizzes (100 pts) 20%

Assignments: (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:**

1. Attendance: Students may choose to miss a total of 3 class discussion sessions for any reason throughout the semester. However, students risk being de-enrolled in the event that they miss 4 class discussion sessions or more (i.e., if absences exceed 20 percent of class meetings).
2. Participation: 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.
3. Quizzes and Assignments: There will be no make-ups for any quiz or assignment without prior permission from the instructor.

## **Attendance and Participation Policy:**

Regular and punctual attendance at all synchronous class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 an “F” grade. 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.

## **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. The time estimations are provided in the Canvas modules.

## **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.

## **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](mailto: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.

## **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.

## **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.

## **Academic Accommodations:**

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](mailto: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.

## **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 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 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 proces

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

### **Group Privacy:**

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.

### **Group Attendance and Participation:**

You are the group facilitator for your 1001 group. Due to the nature of this course there are no excuses for NOT meeting your group promptly and consistently at the appointed place. The only possible excused absence is if you are near death (I am not kidding). In the professional clinical world this would be equivalent to “standing up” your client who was there in need of your help. If you are not there at your small group everything falls apart. ***Given this, you may receive a one-third grade reduction in this course, if you fail to facilitate any of your PSY1001 meetings without prior permission by the instructor.*** In other words, if you had a B- and had an unexcused absence from your PSY1001 group time, you would receive a C+. Please talk to me immediately if you know you will miss a group session.

In addition, it is extremely important that you are regularly attending and participating in our class times. Without any individual group member present, the group dynamics change and your absence effects the overall wellbeing of the group. ***Given this, you may also receive a one-third grade reduction in this course, if you fail to participate in 3 or more of our class sessions.***