



Point Loma Nazarene University  
Department of Undergraduate Psychology

**Psychology 3041-1 (Spring 2026)  
Group Counseling (1-3 units)**

**Meeting Days: Tuesdays and Thursdays  
Meeting Times: 1:30pm-2:25pm  
Meeting Location: Colt 101  
Final Exam: Tuesday (5/5) 1:30pm-4:00pm**

Instructor: Joel T. Sagawa, Ph.D.

Phone: 619-849-2381

Email: [jsagawa@pointloma.edu](mailto:jsagawa@pointloma.edu)

Office Location: Culbertson Hall 106

TA: Addisu Black

TA Email: [ablack0023@pointloma.edu](mailto:ablack0023@pointloma.edu)

To schedule an appointment, use this link: [Dr. Sagawa's Office Hours](#)

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 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 – 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. 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.
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 what 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 points) 40%
  - Quizzes (100 points) 20%
  - Assignments (100 points) 20%
  - Papers (50 points) 10%
  - Data Entry (50 points) 10%
- Total (500 points) 100%

Percentage Score

A	=	93-100%	B+	=	87-89.9%	C+	=	77-79.9%	D+	=	67-69.9%
A-	=	90-92.9%	B	=	83-86.9%	C	=	73-76.9%	D	=	63-66.9%
			B-	=	80-82.9%	C-	=	70-72.9%	D-	=	60-62.9%
									F	=	59.9% or less

Course Policies:

1. Office Hours: Students are free to sign up for any open time during the instructor's office hours by using the link located at the top of this syllabus or using the link located on the homepage of our canvas course. Appointments are generally honored if the student provides the instructor with 24 hours advanced notice. If the student does not provide the instructor with 24 hours advanced notice, the instructor may not be available during their office hours as they may need to be away from their office due to other commitments.
2. Email: Most often, students will receive a response to their emails from the instructor of this course within 7 days. As there may be times where a student will encounter a delayed response from the instructor over email, students are encouraged to schedule a time to speak with their instructor during the instructor's office hours and to use these office hours as a primary means of communication. If a student has a logistical question (e.g., where to find an assignment, when an assignment is due, how to submit an assignment, etc.), students are encouraged to contact the TA for this course, as they are likely to receive a response to their email in a more expedient manner. You can contact the TA for this course by using the e-mail address located at the top of this syllabus or the link located on the homepage of our canvas course.
3. 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 the student to the San Diego Access and Crisis Line (1-888-724-7240) or the Suicide Prevention Lifeline (988). Once you have connected to the wellness center, the access and crisis line, or the suicide prevention lifeline, please give me a call at 619-849-2381.
4. 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).
5. Participation: Students must participate in our class discussion times to receive participation credit. Missed participation points can be made up by completing the online lecture (i.e., Online Lecture: Stress Management) by the due dates listed in canvas. Additional participation points can be made up by participating and responding to questions as part of the last 2 class sessions. For each of the last 2 class sessions attended (i.e., Class 26 and/or Class 27), students are eligible to receive points to make up one class session. 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 an "F" grade.

### 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.

### 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.

### Final Exam Policy

Successful completion of this class may require taking the final examination on its scheduled day. 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.

### 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, microphone, or webcams compatible with their computer available to use. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

### Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

### PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University is strictly prohibited.

### Loma Books:

This course is part of our course material delivery program, LomaBooks. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas. You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials. For more information about LomaBooks, please visit: [LomaBooks](#).

### 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 in accordance with the Americans with Disabilities Act (ADA). 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 work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student's request. 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. Accommodations are not retroactive so clarifying with the professor at the onset is one of the best ways to promote positive academic outcomes. 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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations. 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:

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 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 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.

### 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.

## Week 1 – Getting Your Small Group Started

### Week 1 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 “ice breaker” activities.
2. Discuss the purpose of the small groups.
3. Define the concept of a “community of Love” (based on Wesleyan theology).

### Tasks

1. Attend and participate in the following class discussions.
  - 1/13 – Class 1 Participation
  - 1/15 – Online Lecture: Stress Management
2. Attend the small group orientation meeting for first year students.
3. Complete Title IX training.

### Required Readings and Associated Assignments

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

- 1/16 – Quiz 1: Ch. 1 Theories and Assumptions
- 1/16 – Reflection Assignment 1: Tips for Small Group Leaders

\*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

### Week 2 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.
3. Identify the key characteristics of a support group.
4. Discuss how to structure group discussion times.

### Tasks

1. Attend and participate in the following class discussions.
  - 1/20 – Class 2 Participation
  - 1/22 – Class 3 Participation
2. Facilitate your small group.
3. Enter small group member attendance and indicate completion of any relevant small group assignments.

### Required Readings and Associated Assignments

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

- 1/23 – Quiz 2: Ch. 2 On Becoming a Group Leader
- 1/23 – Reflection Assignment 2: First Impressions of Your Small Group

\*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

### Week 3 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

1. Attend and participate in the following class discussions.
  - 1/27 – Class 4 Participation
  - 1/29 – Class 5 Participation
2. Facilitate your small group.
3. Enter small group member attendance and indicate completion of any relevant small group assignments.

### Required Readings and Associated Assignments

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

- 1/30 – Quiz 3: Ch.3 Types of Groups and How to Start One from Scratch
- 1/30 – Reflection Assignment 3: Boundaries, Privacy, and Self-Disclosure

\*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

### Week 4 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

1. Attend and participate in the following class discussions.
  - 2/3 – Class 6 Participation
  - 2/5 – Class 7 Participation
2. Facilitate your small group.
3. Enter small group member attendance and indicate completion of any relevant small group assignments.

### Required Readings and Associated Assignments

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

- 2/6 – Quiz 4: Ch. 4 Fundamental Skills for Group Facilitation and Intervention
- 2/6 – Reflection Assignment 4: Interpersonal Perceptions

\*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

### Week 5 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 group.
3. Process experiences of being misperceived.

### Tasks

1. Attend and participate in the following class discussions.
  - 2/10 – Class 8 Participation
  - 2/12 – Class 9 Participation
2. Facilitate your small group.
3. Enter small group member attendance and indicate completion of any relevant small group assignments.

### Required Readings and Associated Assignments

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

- 2/13 – Quiz 5: Ch.5 The First Session and the Forming Stage
- 2/13 – Reflection Assignment 5: Interpersonal Patterns and Responses to Conflict

\*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 and Responses to Conflict

### Week 6 Overview

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

1. Attend and participate in the following class discussions.
  - 2/17 – Class 10 Participation
  - 2/19 – Class 11 Participation
2. Facilitate your small group.
3. Enter small group member attendance and indicate completion of any relevant small group assignments.

### Required Readings and Associated Assignments

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

- 2/20 – Quiz 6: Ch. 9 Working with Unspoken Tension and Open Conflict
- 2/20 – Reflection Assignment 6: Transference and Countertransference

\*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

### Week 7 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

1. Attend and participate in the following class discussions.
  - 2/24 – Class 12 Participation
  - 2/26 – Class 13 Participation
2. Facilitate your small group.
3. Enter small group member attendance and indicate completion of any relevant small group assignments.

### Required Readings and Associated Assignments

- 2/27 – Data Entry: Mid-Semester Check

\*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

### Week 8 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

1. Attend and participate in the following class discussions.
  - 3/3 – Class 14 Participation
  - 3/5 – Class 15 Participation
2. Facilitate your small group.
3. Enter small group member attendance and indicate completion of any relevant small group assignments.

### Required Readings and Associated Assignments

- 3/6 – Paper 1: Group Perceptions Paper

\*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 – Self-Disclosure and Sharing Your Story

### Week 9 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

1. Attend and participate in the following class discussions.
  - 3/17 – Class 16 Participation
  - 3/19 – Class 17 Participation
2. Facilitate your small group.
3. Enter small group member attendance and indicate completion of any relevant small group assignments.

### Required Readings and Associated Assignments

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

- 3/20 – Quiz 7: Ch. 10 Taking Risks in Communication
- 3/20 – Reflection Assignment 7: Sharing Your Story

\*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

### Week 10 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

1. Attend and participate in the following class discussions.
  - 3/24 – Class 18 Participation
  - 3/26 – Class 19 Participation
2. Facilitate your small group.
3. Enter small group member attendance and indicate completion of any relevant small group assignments.

### Required Readings and Associated Assignments

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

- 3/27 – Quiz 8: Ch. 11 Advanced Steps into the Here-and-Now
- 3/27 – Reflection Assignment 8: Gifts and Growth Areas

\*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 – Group Perceptions, Group Roles, and the Group Process

### Week 11 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

1. Attend and participate in the following class discussions.
  - 3/31 – Class 20 Participation
  - 4/2 – Easter Break (No Class)
2. Practice self-care strategies to prevent burnout.

\*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 – Insight and Interpersonal Learning within the Group Context

### Week 12 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 the insights gained through the experience of facilitating a small group this semester, including a 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 though the experience of facilitating a small group this semester.
3. Share personal strengths and growth areas as a group facilitator.

### Tasks

1. Attend and participate in the following class discussions.
  - 4/7 – Class 21 Participation
  - 4/9 – Class 22 Participation
2. Facilitate your small group.
3. Enter small group member attendance and indicate completion of any relevant small group assignments.

### Required Readings and Associated Assignments

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

- 4/10 – Quiz 9: Ch. 12 Process Illumination
- 4/10 – Reflection Assignment 9: Letter to a New Leader

\*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 – Insight and Interpersonal Learning within the Group Context

### Week 13 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 the insights gained through the experience of facilitating a small group this semester, including a 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 though the experience of facilitating a small group this semester.
3. Share personal strengths and growth areas as a group facilitator.

### Tasks

1. Attend and participate in the following class discussions.
  - 4/14 – Class 23 Participation
  - 4/16 – Class 24 Participation
2. Facilitate your small group.
3. Enter small group member attendance and indicate completion of any relevant small group assignments.

### Required Readings and Associated Assignments

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

- 4/17 – Quiz 10: Ch 14 Skills of Termination: Completing the Cycle
- 4/17 – Reflection Assignment 10: Saying Goodbye to Your Small Group

\*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 14 – Ending Our Small Groups

### Week 14 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. In addition, 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. 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 our small group time.
4. Process individual differences with regard to saying goodbye.

### Tasks

1. Attend and participate in the following class discussions.
  - 4/21 – Class 25 Participation
  - 4/23 – Class 26 Participation
2. Facilitate your small group.
3. Enter small group member attendance and indicate completion of any relevant small group assignments.

### Required Readings and Associated Assignments

- 4/24 – Data Entry: Final Check

\*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 – Ending Our Small Groups

### Week 15 Overview

This week we will continue our process of ending our group time. In particular, 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. Discuss feelings about ending our group time.
2. Reflect on lessons learned through this experience.
3. Share interpersonal learning.
4. Practice saying goodbye within the group context.

### Tasks

1. Attend and participate in the following class discussions.
  - 4/28 – Class 27 Participation
  - 4/30 – Western Psychological Association Conference (No Class)
2. Facilitate final small group.
3. Enter small group member attendance and indicate completion of any relevant small group assignments.

### Required Readings and Associated Assignments

- 4/31 – Quiz 11: Ch. 7 Leading Semi-structured Groups
- 4/31 – Reflection Assignment 11: Saying Goodbye to Our Small Group

\*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 16 – Final Paper

### Week 16 Overview

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

### Student Learning Outcomes

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 Associated Assignments

- Paper 2: Final Reflection Paper

\*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.