

**PSYCHOLOGY 341
GROUP COUNSELING
Fall 2019**

Section 1

Tuesday Thursday: 2:55-3:50 Class (COLT 101)
Thursday: 12:30-1:20 Group
Instructor: Joel Sagawa, Ph.D.
Office: Culbertson Hall 106
Phone: 619-849-2381
Email: jsagawa@pointloma.edu
Final Exam: December 19th, Thursday 4:30-7:00pm

Section 2

Monday Wednesday: 12:25-1:20 Class (CANX 110)
Thursday: 12:30-1:20 Group (TBD)
Instructor: Kendra Oakes Mueller, Ph.D.
Office: Culbertson Hall 210
Phone: (619) 849-2945
Email: kendraoakesmueller@pointloma.edu
Final Exam: December 20th, Friday 10:30-1:00pm

Section 3

Tuesday Thursday: 8:30-9:25 Class (CANX 110)
Thursday: 12:30-1:20 Group
Instructor: Kim Schaeffer, Ph.D.
Office: Culbertson Hall 212
Phone: (619) 849-2466
Email: kimschaeffer@pointloma.edu
Final Exam: December 17th, Tuesday 7:30-10:00am

Psy 101 Coordinators:

Kendra Oakes Mueller, Ph.D.
Addison Angulo

Email: kendraoakesmueller@pointloma.edu
Email: psych-dept-assistant@pointloma.edu

Psy 341 Teaching Assistant

Jenna Prescott

Email: jprescott526@pointloma.edu

Office Hours: Made by appointment only

PLNU Mission Statement

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

Course Description

A group method experience 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

This course is intended to provide an opportunity for you to improve your interpersonal skills and to deepen your understanding of the art and science of small group leadership. Students will be able to...

- Define in detail the concept of a “community of Love (based on Wesleyan theology).”
- Identify stages of small group development
- Demonstrate effective communication skills in supervision group
- Success rate, students will be able to pass an on-line quiz consisting of textbook test bank questions regarding small group counseling.
- Discuss effective leadership in handling common small group dilemmas.
- Plan interactive exercises with their group of first year students

On a daily basis, the 341 class will focus on handling administrative issues, processing issues from the first year groups, and using the class time to create a “community of love” discussion group.

This course will use a didactic format the first three weeks, and then switch to an experiential method. 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.

Course Design:

The course is designed for you to participate both as a small group “facilitator” (with a small group of Psychology 101 students), and a small group member. You will be the facilitator of a small group of 101 students that meets each week on Thursdays (12:30 - 1:20). You will lead the students in a series of activities and discussions designed to facilitate their transition to college life at PLNU.

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

Perhaps the best way to acquire the skills to lead a group is to experience being in a group. For this reason Psych. 341 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. **This class will be one of the easiest and most difficult classes you have ever taken!**

Required Textbook:

Group Leadership Skills by Chen and Ryback 2nd Edition.

Introductory Group Comments:

People experience feelings, thoughts, and exhibit behaviors and problems for a variety of reasons (e.g., cultural, gender-related, childhood upbringing, spiritual history). Yet, all people are embedded in a matrix of social relationships. We are social beings that become persons through relationships, develop problems and idiosyncrasies in and through relationships, and learn, grow and develop strengths and resiliencies in relationships. **Perhaps the greatest task of the human person is to develop and maintain close meaningful relationships.**

We have probably all longed, at one time or another, to clarify a relationship, to be really honest about our positive and negative feelings toward someone. We have probably also desired to receive honest reciprocal feedback about how we affect each other. In society this open communication is rarely engaged in due to many

rules about who can say what to whom, including fear of hurting others and losing friends. In many families there are “no talk” rules about certain subjects. In the social laboratory of this class group these kinds of **honest exchanges are not only allowed but encouraged**. You can learn an incredible amount about yourself and your self-in-relation by honest interpersonal exploration. This may not be easy and at times may actually be very stressful, but if you can understand and work out your relationships with the members of the group, it often has significant rewards that carryover to the outside world.

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

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

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

Confidentiality:

It is essential that all members enter into a verbal contract of confidentiality (both in 101 and 341). 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.

Assignments:

In order to allow me to effectively wear the leader hat in group, grading is set up to be very behavioral. In other words, your grade depends on completing your 341 class assignments and responsibilities as a 101 group leader, and not the content of what you say in group. **As a result these assignments and their deadlines may appear rigid, but they are designed to allow you to fairly receive a grade, while also creating freedom to say what you want to say within the groups. Everyone starts with an A grade, and your grade drops as you fail to complete your 341 responsibilities.**

All leaders are expected to serve as positive role models to their groups 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 101 leader, reduce the grade of, or even fail a student after consultation with the department.

Biweekly Reflection Papers: Every week you will have either a reflection paper or an equiz.

Students will submit a reflection paper one to two pages in length (single spaced) every other week. The paper will focus on your 101 and 341 group experiences. Papers will be graded based on effort of reflection and

insight and should focus on your reflections and/ or questions about what is happening in your 101 and 341 groups. **These papers will be due by class on Tuesday and a copy is to be emailed to each person in the group.** There are two days grace, and papers not emailed by class on Wednesday or Thursday will lose credit. Each paper is worth 20 points. (See below for examples.) Papers lose 10% per week late.

Readings and Equizzes: For the **first nine weeks you will have readings and an online quiz.**

These readings will help your facilitation of the groups as well as your own self-understanding. These readings are also mandatory. Insights gained through these readings should be reflected in your biweekly group reflection papers. The **required text** is Group Leadership Skills by Chen and Ryback 2nd edition.

With each chapter of GLS there is an **online quiz through Canvas.** The quizzes are open book and merely designed to help you read carefully. Log onto <https://canvas.pointloma.edu> and sign in with your id and password from student access. All quizzes will be made available at the beginning of the semester. You are welcome to work ahead on quizzes if you choose. **The deadline for taking each quiz is before Thursday small group of that week (e.g. Thursday 11:59PM).** There is a one week grace period on quizzes, up to Thursday 11:59PM of the following week. At the end of the grace period that specific quiz will be taken off-line. **Online quizzes cannot be made up. Missing online quizzes is the easiest way to lower your grade.** Please refer to the specific list of due dates found in the table.

Mid-Semester Paper:

On week twelve, instead of your regular reflection paper, you will write a three to five page paper which either 1) provides feedback to each person in the group about how you perceive them in the group, or 2) discloses something about yourself which you have not shared in the group. Papers will be graded based on effort of reflection and insight. This paper is worth 50 points and should be distributed to each person. Papers lose 10% per week late.

Grading:

The semester grade will be based on

- 1) your attendance (see below)
- 2) Psychology 101 records of attendance/ projects in your group (explained in class)
- 3) completion of papers
- 4) online quiz grades
- 5) your 101 student evaluations.

PLNU Attendance and Participation Policy

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

You are the group facilitator for your 101 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. If you are not at class the 341 group is entirely different.

You are allowed **three absences of Psy 341**, and after that an unexcused absence will result in a one third letter reduction in your grade. In other words if you had a B- and had one unexcused absence you would receive a C+. Please talk to me immediately if you know you will miss a group session. **Any absence of Psy 101** without prior permission by the section leader will result in a grade reduction.

As a 341 leader, you will complete a small group grade sheet for each student in your group that tallies their absences, letters to you, and transition to college assignments. You will turn in these grade sheets to the PSY101 Administrator in the Psychology Department (Culbertson Hall). You will be given a deadline, and two days grace. After that each day's absence will result in a grade reduction.

Finally, at the end of the semester, you will fill out a short grade sheet/evaluation form on all your small group students. This will also figure into your final grade.

Here are the details:

The online quizzes are worth 245 points, of which 170 will count toward your grade. Reflection papers are worth 170 points. Your student evaluations will be worth 50 points. This gives a total of 390 points for this section. The scale for these two sections is:

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

Some Grading Examples:

Say student A was absent 4 times, turned in their evals on time, got 140 points on the reflection papers, 120 on the equizzes, and 35 from other students. That student would have 295 points which would be a B. The extra absence would drop one more partial grade for a final grade of B-.

Say student B was absent 2 times, turned in their evals on time, got 150 points on their reflection paper, 170 on the equizzes, and 40 points from other students. They would have 360 points, with no deductions for absences or evals which would leave them with an A.

Say Student C was absent 5 times, turned in evals one day late, got 140 points on reflection papers, only 100 on their equizzes, and 30 points from other students evaluations. They would have 270 points which gives them a B-. The absences drop two more partial grades to a C. The late evals drop another partial grade for a C-.

Office Hours:

Most of your issues will be handled within class, but I am available for further consultation. For the best results make an appointment with me directly.

FERPA Policy

In compliance with federal law, neither PLNU student ID nor social security number should be used in publically posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by (each faculty member choose one strategy to use: distributing all grades and papers individually; requesting and filing written student permission; or assigning each student a unique class ID number not identifiable on the alphabetic roster.). Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Policy Statements](#) in the undergrad student catalog.

Academic Honesty

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As stated in the university catalog, "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.

Such acts include plagiarism, copying of class assignments, and copying or other fraudulent behavior on examinations. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course.” See [Academic Policies](#) in the undergrad student catalog.

Academic Accommodation

All students are expected to meet the minimum standards for this course as set by the instructor. Students with learning disabilities who may need accommodations should first discuss options and services available to them in the Academic Support Center (ASC) during the first two weeks of the semester. The ASC, in turn, will contact professors with official notification and suggested classroom accommodations, as required by federal law. Approved documentation must be provided by the student and placed on file in the ASC prior to the beginning of the semester.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Class Schedules site. No requests for early examinations or alternative days will be approved.

NOTE: The following policies are to be used without changes:

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.

Example of Your 101 Reflection Paper

- 1) Theme of group
- 2) Your observations of what was happening in group (just the facts).
- 3) Your interpretation of what was happening (underneath the words).
- 4) Focus on individual members (you don't need to focus on each person each week).
- 5) What did you learn about yourself based on what you did or didn't do and feel?

Example of Your 341 Reflection Paper:

- 1) Theme of group
- 2) What was happening?
- 3) What was really happening?
- 4) What does this say about you?

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Listed below are the On-line quizzes and the corresponding dates on which they go offline. **This means that students must complete the on-line quiz before the date listed if they wish to receive credit for it.** The hope is that this will encourage you to get ahead if you wish while at the same time giving you an incentive not to fall behind.

The first two quizzes are available for you to retake them as many times as you wish. This is to give you some grace while you are being introduced to the expectations for the quizzes. Following the first two quizzes, all remaining quizzes will only allow you to take them once.

<u>On-Line Quizzes #</u>	<u>Date on which Quizzes go offline</u>
Quiz 1	9/12/19 at 11:59pm* can retake multiple times
Quiz 2	9/12/19 at 11:59pm* can retake multiple times
Quiz 3	9/19/19 at 11:59pm
Quiz 4	9/26/19 at 11:59pm
Quiz 5	10/3/19 at 11:59pm
Quiz 6	10/10/19 at 11:59pm
Quiz 7	10/17/19 at 11:59pm
Quiz 8	10/24/19 at 11:59pm
Quiz 9	10/31/19 at 11:59pm

PSY101 SMALL GROUP GRADE SHEET

Freshman's name: _____ Professor: _____

Small Group #: _____ Leader (first & last name): _____

Section #: _____

SMALL GROUP ATTENDANCE

of Small Group Absences: _____ Points

0 absences = 0 points

1 absences = 0 points

2 absences = 0 points

3 absences = -5 points

4 absences = -10 points

5 absences = -15 points

6 absences = -20 points

7 absences = deenrollment

SMALL GROUP PARTICIPATION

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

of letters missed _____ multiplied by 3 =
↓
24 - = _____ Points

EFFORT/ATTITUDE AS PARTICIPANT IN GROUP

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

1: Strongly Disagree

2: Disagree

3: Neutral

4: Agree

5: Strongly Agree

_____ Points

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

"TRANSITION TO COLLEGE" ACTIVITIES

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

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

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

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

PSY101 Small Group Leader Evaluation

Leader's Name _____

Small Group # _____

Thursday Small Group Meeting Location _____

Circle one for each Question:

1. Our group has come closer since the 1st day:

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

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

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

3. Our group leader is sensitive and caring:

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

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

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

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

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

What has your small group leader done well?

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

Psy 341 Schedule: Fall 2019

Week	Date	Read	Do	Write	Small Group	Done
1	9/2/19	Syllabus, Letters to 341 Leaders (you will have to write about this in the first writing assign.), GLP chpt. 1	Quiz 1		Find a place for your group to meet, be in Crill on time!	
2	9/9/19	GLP chpt. 4	Quiz 2	First Impressions of Group and Responses to Letters		
3	9/16/19	GLP chpt. 5	Quiz 3			
4	9/23/19	GLP chpt. 7	Quiz 4	Boundaries and Confidentiality		
5	9/30/19	GLP chpt. 9	Quiz 5		Begin working on student grade sheets	
6	10/7/19	GLP chpt. 10	Quiz 6	Group conflicts and Dating		
7	10/14/19	GLP chpt. 11	Quiz 7		Student Grade Sheets DUE	
8	10/21/19	GLP chpt. 12	Quiz 8	Mid-Semester Disclosure Paper		
9	10/28/19	GLP chpt. 14	Quiz 9			
10	11/2/19			Challenging situation, Leader gifts/weaknesses		
11	11/11/19					
12	11/18/19			Why small groups are important		
13	11/25/19			Thanksgiving Break No Small Group Thurs.		
14	12/2/19				Begin working on Student Grade Sheets	
15	12/9/19			Final Thoughts and Goodbyes to Group	Student Grade Sheets DUE	