



Point Loma Nazarene University
Department of Undergraduate Psychology

Psychology 3041 (Fall 2020)
Group Counseling (1-3 units)

Instructor: Joel T. Sagawa, Ph.D.	Meeting Days: Tuesdays and Thursdays
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Office Location: Culbertson Hall 106	Final Exam: December 1 st at 4:30pm
Office Hours: Fridays 8:00am-4:00pm and by 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. 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 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 11th 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 11th 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 drop 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](#) along 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. 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:

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

Introductory Group Comments:

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 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.

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.***

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.
 - 8/18 – Class 1 Participation
 - 8/20 – Class 2 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* – 2nd edition. Belmont, CA: Brooks/Cole.

- 8/22 – Quiz 1: Ch. 1 Theories and Assumptions
- 8/22 – Reflection Assignment 1: Tips for Small Group Leaders

*This week’s activities and assignments will take approximately 7.5 hours.

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.
 - 8/25 – Class 3 Participation
 - 8/27 – Class 4 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* – 2nd edition. Belmont, CA: Brooks/Cole.

- 8/29 – Quiz 2: Ch. 2 On Becoming a Group Leader
- 8/29 – Reflection Assignment 2: First Impressions of Your Small Group

*This week's activities and assignments will take approximately 7.5 hours.

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.
 - 9/1 – Class 5 Participation
 - 9/3 – Class 6 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* – 2nd edition. Belmont, CA: Brooks/Cole.

- 9/5 – Quiz 3: Ch.3 Types of Groups and How to Start One from Scratch
- 9/5 – Reflection Assignment 3: Boundaries, Privacy, and Self-Disclosure

*This week’s activities and assignments will take approximately 7.5 hours.

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.
 - 9/8 – Class 7 Participation
 - 9/10 – Class 8 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* – 2nd edition. Belmont, CA: Brooks/Cole.

- 9/12 – Quiz 4: Ch. 4 Fundamental Skills for Group Facilitation and Intervention
- 9/12 – Reflection Assignment 4: Interpersonal Perceptions

*This week's activities and assignments will take approximately 7.5 hours.

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 interpersonal process of group.
3. Process experiences of being misperceived.

Tasks

1. Attend and participate in the following class discussions.
 - 9/15 – Class 9 Participation
 - 9/17 – Class 10 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* – 2nd edition. Belmont, CA: Brooks/Cole.

- 9/19 – Quiz 5: Ch.5 The First Session and the Forming Stage
- 9/19 – Reflection Assignment 5: Interpersonal Patterns and Responses to Conflict

*This week's activities and assignments will take approximately 7.5 hours.

Week 6 – Interpersonal Patterns and Responses to Conflict

Week 6 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

1. Attend and participate in the following class discussions.
 - 9/22 – Class 11 Participation
 - 9/24 – Class 12 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* – 2nd edition. Belmont, CA: Brooks/Cole.

- 9/26 – Quiz 6: Ch. 9 Working with Unspoken Tension and Open Conflict
- 9/26 – Reflection Assignment 6: Transference and Countertransference

*This week's activities and assignments will take approximately 7.5 hours.

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.
 - 9/29 – Class 13 Participation
 - 10/1 – Class 14 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

- 10/3 – Data Entry: Mid-Semester Check

*This week's activities and assignments will take approximately 7.5 hours.

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.
 - 10/6 – Class 15 Participation
 - 10/8 – Class 16 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

- 10/10 – Paper 1: Group Perceptions Paper

*This week's activities and assignments will take approximately 7.5 hours.

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

Week 9 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.
 - 10/13 – Class 17 Participation
 - 10/15 – Class 18 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* – 2nd edition. Belmont, CA: Brooks/Cole.

- 10/17 – Quiz 7: Ch. 10 Taking Risks in Communication
- 10/17 – Reflection Assignment 7: Sharing Your Story

*This week's activities and assignments will take approximately 7.5 hours.

Week 10 – Group Perceptions, Group Roles, and the Group Process

Week 10 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.
 - 10/20 – Class 19 Participation
 - 10/22 – Class 20 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* – 2nd edition. Belmont, CA: Brooks/Cole.

- 10/24 – Quiz 8: Ch. 11 Advanced Steps into the Here-and-Now
- 10/24 – Reflection Assignment 8: Gifts and Growth Areas

*This week's activities and assignments will take approximately 7.5 hours.

Week 11 – Insight and Interpersonal Learning within the Group Context

Week 11 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.
 - 10/27 – Class 21 Participation
 - 10/29 – 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* – 2nd edition. Belmont, CA: Brooks/Cole.

- 10/31 – Quiz 9: Ch. 12 Process Illumination
- 10/31 – Reflection Assignment 9: Letter to a New Leader

*This week's activities and assignments will take approximately 7.5 hours.

Week 12 – Ending Your Small Group

Week 12 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

1. Attend and participate in the following class discussions.
 - 11/3 – Class 23 Participation
 - 11/5 – 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* – 2nd edition. Belmont, CA: Brooks/Cole.

- 11/7 – Quiz 10: Ch 14 Skills of Termination: Completing the Cycle
- 11/7 – Reflection Assignment 10: Saying Goodbye to Your Small Group

*This week's activities and assignments will take approximately 7.5 hours.

Week 13 – Ending Our Small Group

Week 13 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

1. Attend and participate in the following class discussions.
 - 11/10 – Class 25 Participation
 - 11/12 – 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

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

- 11/14 – Quiz 11: Ch. 7 Leading Semi-structured Groups
- 11/14 – Reflection Assignment 11: Saying Goodbye to Our Small Group

*This week's activities and assignments will take approximately 7.5 hours.

Week 14 – Conclusion to Group Counseling

Week 14

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

1. Attend and participate in the following class discussions.
 - 11/17 – Class 27 Participation
 - 11/19 – Class 28 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

- 11/21 – Data Entry: Final Check

*This week's activities and assignments will take approximately 7.5 hours.

Week 15 – Final Exam

Week 15

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

1. Take time to rest.
 - 11/24 – Thanksgiving Break
 - 11/26 – Thanksgiving Break
2. Complete and submit final reflection paper in lieu of a final exam.

Required Readings and Associated Assignments

- 12/1 – Paper 2: Final Reflection Paper

*This week's activities and assignments will take approximately 7.5 hours.