PSY 5113 - Group Theories and Practice (3 credit hours)

COURSE SYLLABUS

Guiding Scripture: “Instead, by speaking the truth in the spirit of love, we must grow up in every way to Christ who is the head. Under His control all the different parts of the body fit together, and the whole body is held together . . . the whole body grows and builds itself up through love.” (Eph. 4:15)

Fall 2009
Mondays 5:00-8:00pm
Classroom: [Redacted]
Secretary: Debbie Konynenbelt
Secretary's telephone: [Redacted]
Fax: [Redacted]

Professor: Dr. Joe Kloba
Office: [Redacted]
Office Telephone: [Redacted]
Home Telephone: [Redacted]
Email: JOE_KLOBA@pba.edu
Fax: 803-2054
Office hours: By Appointment

I. COURSE DESCRIPTION
A. An introduction to group dynamics, group counseling and group psychotherapy with attention to both theoretical and practical issues. Includes both an experiential component and an external-to-class project.

II. TEXTBOOKS (Bolded name indicates how text is referenced in Class Agenda.)
D. Kloba, Joe. (2002) Supplemental handouts notebook (HO)

III. LEARNING OUTCOMES

The successful student will:

A. Deliver a clear, concise, and complete definition of group counseling and be able to differentiate group counseling from other types of group work,

B. Assess the readiness levels of prospective clients for group work,
C. Design, market and implement a psycho-educational group,

D. Demonstrate an awareness of and an ability to use specific leadership skills with a variety of different groups including training and development groups, growth groups and counseling groups,

E. Actively participate in internal and external-to-class groups and demonstrate an understanding of group dynamics and personal growth principles by appropriately analyzing these group experiences,

F. Accurately interpret his/her own non-verbal behavior and the non-verbal behavior of fellow class members,

G. Demonstrate an ability to work effectively with a co-leader,

H. Demonstrate an ability to use the major techniques, strategies and procedures appropriate for various stages of the group process,

I. Articulate the Biblical basis of group work, and

J. Articulate how to employ groups as a preventative, developmental and remedial strategy in a wide variety of settings including schools, colleges, churches, community agencies and clinics.

IV. COURSE REQUIREMENTS

A. GENERAL OVERVIEW

1. This course will combine both cognitive and experiential components of learning.

2. This course will consist of three primary components:

   a. **A class** that will last for three hours each week that will be divided into two parts:

      (1) **A cognitive/didactic time** that will involve discussion of the content from the assigned texts and supplemental readings.

      (2) **A laboratory or group experience time** that will involve the class functioning as a personal growth group.

   b. **Active participation in a threaded discussion** on the eCollege system that will be an addendum to the class laboratory experience.

   c. **An external-to-class group project** that will be co-led with one other class member.

3. Each of these components and the assignments associated with each will be elaborated upon in the next sections.
B. THE CLASS

1. The cognitive/didactic time

   a. **Reading** – Students will be expected to download the agendas prior to each class session and read all the materials referenced on the agendas.

   b. **Discussion** – Students are encouraged to seek clarification on reading material and to actively engage in discussion of the content with fellow class members and the professor.

   c. **Assessment of the cognitive and didactic time**

      (1) Students will be provided two **take-home** (midterm & final) **multiple choice examination** to evaluate understanding of texts and lectures (each exam is worth 150 pts)

         (a) **Exam 1** – Distributed on **Oct 12, 2009** & collected/reviewed on **Oct 19, 2009**

         (b) **Exam 2** – Distributed on **Nov 30, 2009** & collected/reviewed on **Dec 14, 2009**

2. The laboratory or group experience time

   a. The in-class experiential group component will afford students the opportunity to experience membership in a group and learn about group dynamics by observing and discussing the process and dynamics that transpire in the in-class group.

   b. This experiential group component of the class is based on the philosophy of:

      (1) I hear and forget
      (2) I see and I remember
      (3) I do and I understand

   c. The experiential group will be conducted in the **here and now**.

   d. The thrust is non-historic: the immediate events in the meeting take precedence over events both in the current outside life and in the distant past of the members.

   e. Emphasis is directed to the interpersonal behavior exhibited by members that reflect their social microcosms often related to those characteristics counseling students should exhibit to be effective counselors (i.e., empathy, genuineness, acceptance, sharing feelings, giving and receiving feedback effectively, honesty, establishing and maintaining relationships and related characteristics listed in the Corey chapters of Groups: Process and Practice text.

   f. The **meta-goals** of the in-class experiential group are to:

      (1) help group members become aware of their interpersonal relational styles (how they relate to God, themselves, and one another) and the potential impact of their relational styles as they serve in the role of group leader;
(2) help group members become conceptually and personally aware of group dynamics, issues and processes; and

(3) Help group members to practice and receive feedback on their group leadership skills.

g. The objectives of the in-class experiential group are to:

(1) help each member to identify their styles of relating to God, themselves, and others;

(2) give members the opportunity to set goals in each of the three areas;

(3) help members to learn effective group leadership skills;

(4) identify the forces, dynamics and processes that contribute to group effectiveness;

(5) identify barriers and resistance to group movement and ways to overcome these;

(6) identify and utilize personal skills and attributes that contribute to effective group growth; and

(7) identify barriers or deficits in skills and to develop strategies to overcome these.

h. Assessment of the laboratory or group experience time: Although a member’s behavior in the group will not be evaluated as part of the grade for the class per se, a member’s ability to share, provide feedback and receive feedback are considered in the Candidacy Review Process, as specified in the Student Guidebook for the Graduate Counseling Psychology Program.

C. ACTIVE PARTICIPATION IN A THREADED DISCUSSION

1. Each week, students will be expected to initiate two discussion threads and respond to at least two other threads.

2. The intent of the threaded discussion is to continue the group dialog that occurred in the laboratory component of the class.

3. The threaded discussion will be commented upon in the class or lab group as is deemed appropriate.

4. Assessment of the threaded discussion: The professor will review the threaded discussion weekly. At the end of the course, the professor will review the accumulated threaded discussions of each group member and rate both the initiator of the thread and those who respond on the point scale listed below. The scale is weighted for each week’s observations, for a total of 64 points.

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<thead>
<tr>
<th>1</th>
<th>2</th>
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<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superficial Analysis and Feedback</td>
<td>Minimal Analysis and Feedback</td>
<td>Good Analysis and Feedback</td>
<td>In-Depth Analysis and Feedback</td>
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</tbody>
</table>
D. EXTERNAL-TO-CLASS TEAM GROUP LEADERSHIP PROJECT

1. Students will be expected to co-lead (with a fellow class member) an external-to-class group composed of at least six to eight persons for a minimum of four sessions. Each session must be 1 ½ hours in length and do not include orientation/pre-group presentation meetings prior to group. The group may be counseling oriented, but, due to the limited time frame and training level, a structured learning group, i.e., a psycho-educational group, is recommended.

2. The group can focus on any topic but you are strongly encouraged to incorporate a Christian-theistic orientation to this topic. The topic should not be one that cannot be satisfactorily completed within a four-session time frame, such as abuse, grieving, trauma and other such topics that may necessitate a group of longer duration.

3. The leaders must **co-lead** and **share leadership functions**, not divide them “evenly,” e.g., one leader provide leadership for two sessions and the other leader provide leadership for two sessions.

4. **The external-to-class project will have two requirements that will be assessed:**
   
a. A group project proposal

b. A group project summary paper

5. **THE GROUP PROJECT PROPOSAL**
   
a. **Prior to beginning this group**, students must submit, **as a team**, one copy of a typewritten proposal, approximately 8-15 pages in length, using the format **exactly** as shown in Attachment #1 of this syllabus.

b. This proposal is due on **October 5, 2009 and must be approved** by the professor **before initiation of the group project**. In preparation for this proposal students will be expected to complete research to develop the content of the presentation. This research will be outlined in section “II” of the proposal. **Students should be prepared to present their proposals orally to classmates in a five-minute time frame, if called upon to do so.**

c. If possible, the co-leaders may want to create a video or audio recording of the group seminars so that they can review the sessions and improve their own leadership skills. This recording is suggested but is not mandatory.

d. **Group Proposal Outline** - Follow the outline in Attachment #1 **exactly** using the outline categories indicated. Also, review the cover page for this assignment in Attachment #3 in this syllabus. This cover page will show both format and relative weight given to the evaluation of each part of the proposal. The relative weight should help you decide the amount of space and effort that should be allocated to each section of the proposal—you earn your grade based on quality, not quantity or perceived effort.
e. **Assessment of the group proposal**

(1) Each section of the group proposal will be weighted as indicated using as the basis of evaluation a five-point, Likert-like scale, using the criteria listed below for a possible total of 150 points:

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<tbody>
<tr>
<td>Little or no application of professional knowledge.</td>
<td>Fair application of professional knowledge.</td>
<td>Thorough application of professional knowledge.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Superficial coverage of content areas.</td>
<td>Fair coverage of content areas. Fair writing style.</td>
<td>Comprehensive coverage. Superior writing style.</td>
<td></td>
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</tr>
</tbody>
</table>

(2) Please attach the Group Proposal Evaluation Form (attached to this syllabus in Attachment #3) to your Proposal upon submission. Proposals will not be accepted without this form.

(3) Be sure to complete the name and date information on the assignment cover sheet.

f. **LATE PENALTY** – The grade may be reduced for papers submitted after the due date.

6. **GROUP PROJECT SUMMARY PAPER**

a. Students must co-lead each of the four sessions and, then, spend time after each session reviewing what happened in the session together. This review time should be used to evaluate each session and/or to plan subsequent sessions.

b. Additionally, *individually* students are expected to maintain a weekly journal, session by session, of personal reactions to the external group leadership experience, and then use this journal to assist in the development and submission of *one copy* of a “summary paper” of the group experience to the professor at the completion of the project. The summary paper should contain the sections listed exactly as indicated in Attachment #2 and be limited to fifteen to twenty pages. Please be sure to organize your paper exactly as indicated on the “Group Summary Report Evaluation Form” in chart #4 of this syllabus.

c. Students who are partners may jointly write sections I, II, IV and VI of the paper and submit duplicate write-ups in only these sections of their paper. Each student, however, must submit an individual paper with all sections included.
d. **This is a graduate reflection paper; depth of analysis using course concepts and content is most important.**

1) (For example, the “contrasts” listed in the Corey text, the characteristics of each group stage, group process at each stage, member functions, leader functions, etc. could be referenced.)

2) Pay attention to the **relative weighting** of sub-sections listed on the cover sheet and **staple** the attached Group Summary Report Evaluation Tool in Attachment #4 to the **front** of the Summary Log.

   a) Again—**this information is very important to your grade!** The relative weight should help you decide the amount of space and effort that should be allocated to each section—you earn your grade based on quality, not quantity or perceived effort.

e. **Evaluation of the Summary Log** – Each section of the summary log will be weighted as indicated using as the basis of evaluation a five-point, Likert-like scale with a possible 126 points, using the following criteria

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</thead>
<tbody>
<tr>
<td><strong>Superficial coverage of content areas. Little or no insight demonstrated. Little or no application of course learning and principles. Poor writing style.</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Fair coverage of content areas. Some insight demonstrated. Some application of course learning and principles.</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Extremely thorough coverage of content areas. Deep and insightful. Thorough use of course learning and principles. Superior writing style.</strong></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

f. **Be sure that the attached and properly completed cover sheet (Attachment #4) is stapled to the front of your summary log. Summary reports will not be accepted without the cover sheet.**

g. **Due Date** – **November 30, 2009**

h. **Late Penalty** – The overall letter grade may be reduced if the summary is submitted after the due date.

V. **COURSE POLICIES**

A. **Prompt attendance at all classes and completion of all readings and projects prior to the assigned class is imperative.**

   1. Missing a class may result in a reduction of a letter grade.

   2. If a student misses a class s/he must inform the professor in advance of the pending absence and the reason for the absence.
3. If the student is absent on the day that an assignment is due, the student must make arrangements to have the assignment delivered on the due date & receive confirmation of this, otherwise the earned grade will suffer the late penalties already described.

   a) Assignments submitted late due to an absence will receive a letter grade deduction and will be reduced by 10 pts. each day beyond the due date.

4. Missing two classes may result in automatic withdrawal from the class.

5. Tardiness (coming to class after the opening prayer) is considered to be inappropriate professional behavior as is leaving class before it is over.

   a) Two tardies equate to one absence.

6. If a student is absent/late he or she is responsible for arranging in advance for a classmate to obtain a class agenda and any handouts.

B. **Academic Dishonesty Policy**: Academic dishonesty is the intentional misrepresentation of all or part of one’s work to deceive for personal gain, or assisting another to do the same. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, and submission of work all or any part of which was developed in response to the assignment of another professor or was created by a person other than the student submitting the assignment. You may have brainstorming and planning sessions with classmates, but each person should make his/her own notes for each session. Students should avoid the appearance of plagiarism or any other type of academic dishonesty. Honesty is important because God commands it, but also because it is impossible for people to have healthy relationships (therapeutic or otherwise) without it.

The University community views academic dishonesty as a **serious academic offense and a failure of character and personal integrity**. Due to the academic nature of the offense, Faculty, Academic Deans, and Provost are responsible for determining an appropriate response within the following guidelines:

1. The faculty member is responsible for determining that a student has committed academic dishonesty and for communicating in writing with supporting documentation any such incidents with the Dean of his or her school. The Dean will notify the Office of Student Accountability who will record the offense in the student’s file. On first offense, the student must receive a zero grade for the assignment, and may, at the discretion of the faculty member or the policy of any of the Schools of the University, receive a failing grade for the particular course.

2. Upon any further offense during the student’s academic career at Palm Beach Atlantic University, the student will be placed on Academic Suspension and may be expelled. Decisions on expulsions will be made in consultation with the Dean and Office of Student Accountability, in accordance with the particular school’s policy.

3. Students who wish to may appeal the decision regarding Academic Dishonesty may file an academic complaint and the matter will be treated within the established Grievance Policy.

C. **Course Evaluation**: Students are encouraged to submit to the instructor comments helpful to the improvement and refinement of the course (Eph. 5:21). These may be done in person or
anonymously, during or at the end of the semester. A formal evaluation instrument will be administered at the end of the course. All submissions will be treated without prejudice.

D. Integration of Christian Precepts: All counseling is offered from the perspective of some world and life view, whether that be secular humanism, Buddhism, Agnosticism, or Christianity. One of the distinctives of the PBA program is that professional counseling training is provided from within the framework of a Christian theistic world view. This does not mean that all Christians view each counseling issue in the same way, but that students and faculty should be challenging each other to demonstrate the ways their Christian framework affects their counseling theories and methodologies.

E. Attire: Student are expected to dress for class in a manner that assures comfort yet reflects their status as a graduate student preparing for a professional work role. Wearing of hats, bandanas or head coverings of any kind to class is not acceptable behavior, unless necessitated for physician documented medical reasons.

F. Cell Phones: Cell phones should be turned on the silent mode or off before class starts. If a phone is on silent mode students may leave class to respond to a call in the event of a family emergency. Students who are “on call” for their place of employment should make arrangements to not be on call during class nights, if possible.

G. Classroom Etiquette:
1. Eating – Since many students come directly from work to class it is permissible to eat during class provided that the following three rules are followed:
   a) Do not bring food that has and will leave a residual odor in the classroom;
   b) Do not eat food that is noisy and will disrupt the class (e.g., potato chips, apples or food with noisy wrappers).
   c) Students must clean up all cups, wrappers, straws, etc. and restore the classroom to the order in which it was when class started.

2. Personal Private Conversations During Class – If a student does not hear something that the instructor or another student has said or if a student does not understand what the instructor or another student has said, it is not proper to carry on a personal conversation with a person sitting nearby. Personal conversations are rude to whoever is speaking at the time and make it difficult for classmates to hear the speaker. Instead, ask the instructor or speaker to repeat what was missed or seek clarification on points not understood.

H. Use of notebook computers during class: You are welcome to use a notebook computer to take notes on during class as long as it is not disruptive to others students (e.g., you must have a quiet keyboard, etc.). Notebook computers brought to class may not be used for other purposes than taking class notes (e.g., they may not be used to read e-mail or do other work that distracts from giving your full attention to class activities). If you bring a notebook computer to class, the professor reserves the right to observe what programs and files you have open during class sessions. Engaging in other activities (e.g., completing job related assignments) during class will result in you being asked to leave that particular class and will count as an unexcused absence. See above section on “Attendance” for policies regarding unexcused absences.
VI. **FINAL GRADE CALCULATION**

**A. Components**

<table>
<thead>
<tr>
<th>Items</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>150</td>
</tr>
<tr>
<td>Exam 2</td>
<td>150</td>
</tr>
<tr>
<td>Group Proposal</td>
<td>150</td>
</tr>
<tr>
<td>Threaded Discussions</td>
<td>64</td>
</tr>
<tr>
<td>Summary Group Paper</td>
<td>126</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>640</strong></td>
</tr>
</tbody>
</table>

**B. Grading Scale**—Remember Grades are EARNED not GIVEN and require consistent performance across multiple domains of learning.

- **A** 94% of possible pts. (602)
- **A-** 90% of possible pts. (576)
- **B+** 88% of possible pts. (563)
- **B** 84% of possible pts. (538)
- **B-** 80% of possible pts. (512)
- **C+** 78% of possible pts. (499)
- **C** 74% of possible pts. (474)
- **F** less than 74% of possible pts. (473)

VII. **CLASS AGENDA**—This is a tentative agenda, subject to change based on the needs of students and an ongoing assessment of the learning process.

VIII. **PBA Student Email Policy Summary Fall 2009**

In order to keep the PBA community interconnected and improve the channels of communication between faculty, administrators and students, it has been determined that all University email communication be done via PBA issued email addresses. A PBA e-mail address is assigned to all faculty, staff and students. Accounts remain active while enrolled in the University and for Alumni as long as they are regularly utilized. Alumni accounts not utilized in 12 months (one year) will be purged.

E-mail is read from on campus computers using Microsoft Outlook. The account is accessed with the same credentials used for logging onto the network. Users may also access their e-mail via the Internet. This can be done by going to the myPBA homepage and clicking on the e-mail login link located on the left side under “Quick Links”. Users will then be asked for their username and password.

All users are encouraged to regularly purge and/or archive their inbox as part of normal operating procedure. Student email items that have not been accessed in over 1 year will be automatically purged. Periodic purging and/or archiving will avoid triggering these actions. Users should adjust the frequency and structure of purging/archiving activities to ensure that size limits are not exceeded. The Help Desk can assist in development of a purge/archive timeline and process.

PBA E-mail should not be automatically forwarded to non-PBA E-mail destinations. PBA E-mail users who redirect large quantities of E-mails from their PBA E-mail address to another electronic
address (i.e. via eCollege, AOL, Hotmail) expose themselves and the University to significant security and network traffic risks.

For more details concerning PBA computer usage and email policies visit: https://my.pba.edu/ICS/Departments/Technology_Services/Computer_Usage_Policy.jnz

V. **SPECIAL NOTE**

A. In this course you will experience group leadership and membership in a variety of in-class and external-to-class situations. Not all experiences will be “successful.” In fact, many will be less than successful or even deemed “failures.”

B. It is a “half truth” that people learn from their failure.

C. The real truth is:
   1. **People learn when they stop and think.**
   2. People learn when they examine their experiences, asking themselves these questions:
      a. What worked?
      b. What didn’t work?
      c. Why didn’t it work?
      d. What do I want to do differently next time?

D. In all of the activities for this class, you need to learn from your mistakes and the mistakes of the professor and your classmates by appropriate “processing”.

   1. **Definition of Processing** – a reflective leadership function that leaders use between sessions to improve their understanding and functioning as group leaders.

   2. Processing may occur between group leaders and their supervisor as co-leaders meet for debriefing and planning, and/or it can be accomplished by a solo leader through his or her own independent analysis and reflection.

   3. **Obstacles to Processing Failure Experiences:**
      a. Time and motion problems – we are too fast-paced, leaving little time for study & circumspection/reflection
      b. Our culture tends to emphasize action and reaction, not analysis and reflection
      c. We have a bottom-line focus on moving product and profitability
      d. Self-examination can be risky, as we learn new truths or gain greater clarity and become aware of our responsibility for our choices
e. Often we lack the skills of how to do self-reflection.

4. **Levels of Processing** –

   a. **Pragmatic** – group leaders attempt to objectively, accurately, and concretely describe, without interpretation or manipulation of any kind, all observations and experiences that occurred in the group session.

   b. **Deep** – is an extension of pragmatic; includes steps “a” through “e” of the processing functions described below; in deep processing the leaders reflect on the concrete, objective, descriptive data produced through pragmatic processing in relation to their subjective experience;

   - They:
     - actively consider the implications of events,
     - search for learning and meaning
     - and give attention to the relationship
       - between what occurred and their thought, feelings and values;

   - Then the leaders/members attempt to apply learning and created meaning to their immediate and longer-term professional practice.

5. **The Five Steps of Processing**

   a. **Transpose** – closely observe and describe what happened without interpretation

   b. **Reflect** – reflect and sometimes confront what was done, involving one’s thoughts, awareness’s, sensations, feelings and values

   c. **Discover** – discover learning and created meaning from reflection by linking with conceptual knowledge and drawing out insights

   d. **Apply** – apply intentionally what was derived and created by designing action strategies to be tried and tested

   e. **Evolve** – evolve personal principles of group leadership that have longer-term significance and sustaining power for oneself as a group leader

6. **Your final group paper should reflect all five steps of processing indicated here.**
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Readings/Assignment Due</th>
<th>Content</th>
</tr>
</thead>
</table>
| 1     | Aug. 30  | Post Biography on E-college  
**HO's:** 1, 2, 4, 5A, 6, 7, 16, 24, 32, 61, 71, 72, 76, 77, & 87  
**Group:** Chapters 1 |  Pray about partnership -- make connections through e-college  
Course Overview and Expectations  
Definitions and clarifying concepts  
Assumptions regarding groups  
The theory behind the practice  
An integrated theory  
The triune model  
Develop your own theory  
Three things all groups have in common  
Distinction between group labels  
Different kinds of groups  
Advantages and limitations of group work  
Multi-cultural considerations |
| 2     | Sept. 14 | Start Readings & Pray about co-leader partnerships  
**Group:** Chapters 4, 9, 10, 11  
**Dreams:** Chap.1-6  
**HO's:** 3, 8, 9, 10, 11, 12, 13, 14, 15, 17, 18, 19, 20, 21, 22, 23, 27, 28, 44, 45, 52, 61, 64, 70, 79, 93 |  Selection of partners  
Three needs of man and how to deal with these needs in groups  
Biblical basis of small groups  
History of small groups in the modern secular area  
Structured activities in groups  
Failure in group work  
“Processing” in groups  
Review of handouts  
Psycho-educational groups – an overview  
Educational groups – definitions and descriptions  
Social/life skills training groups  
Work-related psycho-educational groups  
Self-help and support groups  
Comparison – psycho-educational and counseling/therapy grps.  
Groups for different populations – children, adolescents, adults, the elderly  
Best practices in group work  
Practical considerations in forming a group  
Adult learning  
General training models – psycho-educational groups  
Group stages  
A conceptual model for group counseling |
| 3     | Sept. 21 | **Group:** Chapter 2,4, 5  
**Dreams:** Intro, Ch 1-6  
**HO's:** 18, 19, 20, 21, 22, 23, 26, 27, 28, 29, 30, 43, 44, 46, 47, 48, 59, 60, 75, 92, 94, 95, 96, |  Final partner selection  
How to create a group proposal cont.  
Definition of leadership  
Group leader character traits  
Ways to look at leadership  
General leader tasks in small group work  
General overview of structuring in the counseling process  
Structuring as a group leadership skill  
Linking is a real important skill  
Helping members formulate and work on goals  
The Kloba four-step leadership skill  
An awareness of different foci is an essential group leadership skill  
Additional specific leadership skills  
An awareness of the elements of effective/ineffective communications can help a leader be effective  
Rapha group work indicators  
Learning levels and leadership strategies  
Involuntary members and leader tasks  
Review of handouts  
Review *Shattered Dreams* Chapters 1-6 |
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Details</th>
<th>Topics</th>
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<tbody>
<tr>
<td>Sept. 28</td>
<td>Group: Chapters 3, 7</td>
<td>Ethical Issues in group membership&lt;br&gt;Therapeutic factors in groups&lt;br&gt;Non-verbal behavior in group work&lt;br&gt;Number of paired relationships in a group&lt;br.Contracts in groups&lt;br&gt;Doing a group proposal</td>
</tr>
<tr>
<td>Oct. 5</td>
<td>Proposal Due</td>
<td>Issue of faith development&lt;br&gt;Non-verbal behavior&lt;br&gt;Factors matrix of change variables in groups&lt;br&gt;Review of proposal process</td>
</tr>
<tr>
<td>Oct. 12</td>
<td>Group: Chapter 5</td>
<td>Review of proposals &amp; selling them to your classmates&lt;br&gt;The initial stage of group&lt;br&gt;Case vignettes for the initial stage of a group&lt;br&gt;Introducing New Way Ministries&lt;br&gt;MID-TERM EXAM DISTRIBUTED</td>
</tr>
<tr>
<td>Oct. 19</td>
<td>MIDTERM EXAM COLLECTED &amp; REVIEWED</td>
<td>Review of Mid-term exam&lt;br&gt;Group lab</td>
</tr>
<tr>
<td>Oct. 26</td>
<td>Group: Chapter 6</td>
<td>The transition stage of a group&lt;br&gt;Case vignettes for the transition stage of a group&lt;br&gt;Book outline: <em>Revolution Within</em></td>
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<tr>
<td>Nov. 2</td>
<td></td>
<td>Group project updates and problem-solving&lt;br&gt;Review of outside of class group</td>
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<td>Nov. 9</td>
<td>Group: Chapter 7&lt;br&gt;Revolution: Chapters 4-7</td>
<td>Continued review of vignettes from class #8&lt;br&gt;Continue review of <em>Revolution Within</em>&lt;br&gt;Interventions at different stages&lt;br&gt;Working stage of a group&lt;br&gt;Review of Group Tapes &amp; Class Processing</td>
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<td>Nov. 16</td>
<td>Group: Chapter 6, 8&lt;br&gt;Revolution: Chapters 8-11</td>
<td>Outside group update&lt;br&gt;The bubble theory&lt;br&gt;Ending stage of a group&lt;br&gt;Vignettes for the ending stage&lt;br&gt;Lab exercise&lt;br&gt;Questions from <em>Revolution Within</em></td>
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<td>Nov. 23</td>
<td>HO's: 99</td>
<td>Solution-Focused Brief Therapy</td>
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<td>Nov. 30</td>
<td>GROUP SUMMARY REPORT DUE&lt;br&gt;H/O: 3, 33, 42, 45, 49, 50, 51, 53, 54, 55, 57, 58, 56A, 56B, 60, 63, 73, 74, 91&lt;br&gt;Revolution: Chapters 10-12</td>
<td>Continued review of outside group progress&lt;br&gt;Advanced leadership skills&lt;br&gt;Christian community&lt;br&gt;Lab questions – <em>Revolution Within</em>&lt;br&gt;FINAL EXAM DISTRIBUTED</td>
</tr>
</tbody>
</table>
VIII. **BIBLIOGRAPHY**


IX. WEB SITES OF RELEVANCE

A. Group Related
1. Association for Specialists in Group Work: [www.uc.edu/~wilson/asgw/index.html](http://www.uc.edu/~wilson/asgw/index.html)
2. Family and Group Art Therapy: [http://home.ican.net/~phansen/pages/BKSfamgrp.html](http://home.ican.net/~phansen/pages/BKSfamgrp.html)
4. Group Psychotherapy: [www.londonweb.net/analysis/](http://www.londonweb.net/analysis/)
5. Herta Reik-Group Psychotherapy: [www.londonweb.net/analysis/](http://www.londonweb.net/analysis/)
8. Virginia Commonwealth Univ Group: [www.vcu.edu:80/hasweb/group/group.html](http://www.vcu.edu:80/hasweb/group/group.html)

B. Links to Other Mental Health Web Sites
1. See Joseph Kloba Personal Home Page @ [http://www.pba.edu/graduatestudies/counseling-psychology/faculty.cfm?id=41024](http://www.pba.edu/graduatestudies/counseling-psychology/faculty.cfm?id=41024)

C. Links to Sites that will Link to Church-related and Christian Web Sites
1. [www.pbgcf.org](http://www.pbgcf.org)
2. [www.mcu.edu](http://www.mcu.edu)
GROUP PROPOSAL FORMAT: FOLLOW IT EXACTLY

PREPARE A PROPER COVER PAGE  (Follow APA guidelines: Header, title of group, your names, school name)
(See sample proposals in the eCollege shell in “Doc Sharing” under “Sample Proposals”)

I. HOW MEMBERS WILL BE OBTAINED FOR THE GROUP

A. Who will you solicit for membership and why did you pick them? (5 pts.)
   1. Do not solicit family members or close friends to be group members.

B. How will you proceed to solicit them – spell out your strategy. (10 pts.)

C. Pre-group presentation – Once you get all potential members in one place, what will you tell them?
   1. Include a verbatim of your presentation that you will make to a group of prospective members. (10 pts.) These are your exact words—so be realistic regarding how you speak & recruit.

D. Brochure – Develop a brochure that explains your group, which will be given to prospective members of the group before they leave the presentation. (10 pts.)
   1. The brochure should be attractive and tell, among other things, who the group is for, when it will meet (dates and times), what is the goal, what is the intended outcome, who are the leaders, what topics will be covered, what are the costs, what are the rules, why should a reader of the brochure come?

E. Flyer/Poster – Develop a colorful and attractive 8 ½” x 11” flyer that will tell about the group and answer the questions: who, what, why, where, led by whom, cost, how to become a member, and similar issues. The purpose of the flyer is to entice persons to become a member of your group. (5 pts.)

F. Informed Consent - Be sure to obtain a written informed consent form from each participant. (5 pts.)
(See samples on-line, but do not copy any of them verbatim. Be sure to modify it for your particular group.)

II. CONTENT OF THE GROUP RESEARCH – See Attachment #1 for instructions on how to create section of the proposal. It must demonstrate that the sessions are supported by research. (See Attachment #5 for a formatting sample for this section of the paper) (20 pts.)

III. META GOALS FOR THE ENTIRE FOUR GROUP SESSION PROJECT (5 pts.)
   A. One to three broad goals for the entire project—how all the sessions work together for the outcome

IV. OUTLINE EACH OF THE 4 SESSIONS (Follow format four times, once for each specific session.)
(See Group HO# 90A and 90B in the “Doc Sharing” file on ecollege for an illustration of this section)

A. OBJECTIVES FOR EACH SESSION (Stated in behavioral terms.) (5 pts. X 4 or 20 pts.)
   1. When writing these be sure to answer the question, “What will participants do, think or feel differently as a result of being in this specific session?” Be very specific—clear & concise.
   2. Evaluation Procedures for Each Session Objective (5 pts. x 4 or 20 pts.)
      a. For each objective, answer the question, “How will you know that you accomplished this objective?” (how is it measured—change must be behaviorally demonstrated, see summary paper)
      b. Be specific – provide copies of instruments and/or other means that you will use to measure the attainment of each objective.

B. STRUCTURE FOR EACH SESSION
   1. Content to be covered – Outline in detail the topics that will be covered in the group – the “what.” Do not describe how you deal with the content—just what it is. (5 pts. X 4 or 20 pts.)
   2. Procedures – Indicate here the activities and exercises to be used in session in ensuring that members receive and process the content. This refers to how you will handle the content. (5 pts x 4 or 20pts) Delineate how much time in minutes will be given to each activity (Each session must be 1.5 hours long)
   3. Refer to examples shown in class to differentiate between Content & Procedures
GROUP SUMMARY REPORT: FOLLOW THIS OUTLINE EXACTLY
(No more than 15 to 20 typed double spaced pages, not including attachments)

PREPARE A PROPER COVER PAGE  (APA format: Header, title of group, your name, school)

I.  PREPARATION CONDUCTED IN PLANNING AND IMPLEMENTING THE GROUP PROJECT (3 pts.)
Bullet Point Table Style, include books/articles read (research conducted), meetings held, de-briefing, compilation of proposal, etc. and the amount of time spent, in hours, in planning, implementing and evaluating each component, plus a total of all the hours spent on the project. Refer to example given in class.

II.  GROUP DESCRIPTION (3 pts.)
A.  Start with a “thumbnail” description of each member. Don’t give names but describe them demographically, i.e., age, sex, participation patterns, presenting problems and similar data. Diagram the seating arrangement of the group at each session. Labeling leaders & members identified in bio’s.

III.  ASSESSMENT OF LEADERSHIP – (Be sure you emphasize skills of “group leadership” (such as linking, blocking, etc.) and dynamics of group process from texts & lectures — apply course concepts, not general or vague explanations.) And, be sure to give specific/concrete examples from the group that illustrate strengths and weaknesses.) For both your own leadership skills and that of your co-leader, use rating sheets found in HO #26 and HO #59—complete front & back.
A.  Review your own leadership. (20 pts.)
   1.  Attach Rating scales, (self-evaluations) (HO #26 and 59).
   2.  Strengths
   3.  Growth areas
   4.  What you would do differently.
B.  Review the leadership of your co-leader. (20 pts.)
   1.  Attach Rating scales, (co-leader evaluations) (HO #26 and 59)
   2.  Strengths
   3.  Growth areas
   4.  Recommendation for change.

IV.  REVIEW OF EACH OF THE FOUR SESSIONS  (Repeat the format below for each session)
A.  Content – What was the content that was covered (main issues or topics that the group discussed)?
   What was the homework that was given? (3 pts. ea. x 4 sessions or 12 total pts.)
B.  Process – What were the group dynamics or group process that occurred? E.g., How was the content handled? What was the emotional state? Non-verbal cues? Interaction patterns? Participation level? Conflicts? Resistance? Synergy? (3 pts. each x 4 or 12 total pts.)
C.  Co-Leader Debriefing and Analysis – tell what you discussed, learned and planned to do differently in each of your four meetings with your co-leader after each of your group sessions. Discuss your co-leader relationship and any problems that you encountered. (3 pts. each x 4 or 12 total pts.)

V.  KEY INSIGHTS GLEANED FROM THE EXPERIENCE (Pay attention to the weight of this section.)
A.  Personal (Self-awareness and understanding) (10 pts.)
B.  Spiritual principles learned (How did God work in the group?) (10 pts.)
C.  Professional understandings learned (Include insights about leadership, working with a partner, etc.) (10 pts.)
VI. MEMBER EVALUATION OF THE GROUP EXPERIENCE – A SUMMARY CHART OF YOUR EVALUATION INSTRUMENT FINDINGS  
A. Include a copy of your evaluation forms or criteria that you used to evaluate. (3 pts.)  
B. Summarize your evaluations for each of the four sessions. (3 pts.)  
   1. Be sure to list each objective (from the proposal) and indicate whether it was achieved or not.  
   2. Include a table or chart clearly labeled that shows your results. (Ask for the opinion of others to ascertain if your results’ reporting makes sense. If you can’t show or demonstrate that you achieved your objectives and clearly show it to others, then you will have a real problem convincing others that your group work is worth the time and effort.) DO NOT MINIMIZE THE IMPORTANCE OF THIS PART OF THE PAPER!  
C. Include a narrative that summarizes the results in a concise format that demonstrates you were effective or ineffective in achieving objectives. (5 pts.)  

VII. WHAT YOU WOULD DO DIFFERENTLY IF YOU WERE TO LEAD ANOTHER GROUP LIKE THIS (5 pts.)  
A. This section should reference your evaluation results above plus subjective impressions as a prelude to your discussion.
<table>
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<th>I. Obtaining Group Members (45 pts.)</th>
<th>Scale</th>
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<td>A. Who will you solicit and why?</td>
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<td>B. Strategy (how) you will solicit them.</td>
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### I. Preparation Conducted Prior (3 pts.)
1 2 3 = _______

### II. Group Description (3 pts.)
1 2 3 = _______

### III. Assessment of Leadership (40 pts.)

#### A. Own
1. Rating skills (HO #26 & HO #59) 1 2 3 4 5 = _______
2. Strengths 1 2 3 4 5 = _______
3. Growth areas 1 2 3 4 5 = _______
4. What you would do differently 1 2 3 4 5 = _______

#### B. Co-Leader
1. Rating skills (HO #26 & HO #59) 1 2 3 4 5 = _______
2. Strengths 1 2 3 4 5 = _______
3. Growth areas 1 2 3 4 5 = _______
4. Recommendations for change 1 2 3 4 5 = _______

### IV. Review of Each Session (36 pts.)

#### A. Session one
1. Content (Main issues, topics & homework) 1 2 3 = _______
2. Process (Interactions, participation level, etc.) 1 2 3 = _______
3. Debriefing (Review of tape & feedback, etc.) 1 2 3 = _______

#### B. Session two
1. Content (Main issues, topics & homework) 1 2 3 = _______
2. Process (Interactions, participation level, etc.) 1 2 3 = _______
3. De-Briefing (Review of tape & feedback, etc.) 1 2 3 = _______

#### C. Session three
1. Content (Main issues, topics & homework) 1 2 3 = _______
2. Process (Interactions, participation level, etc.) 1 2 3 = _______
3. De-Briefing (Review of tape & feedback, etc.) 1 2 3 = _______

#### D. Session four
1. Content (Main issues, topics & homework) 1 2 3 = _______
2. Process (Interactions, participation level, etc.) 1 2 3 = _______
3. De-Briefing (Review of tape & feedback, etc.) 1 2 3 = _______

### V. Key Insights Gleaned (30 pts.)

#### A. Personal (Self-understanding & awareness)
1 2 3 4 5 (x2) = _______

#### B. Spiritual (Principles learned)
1 2 3 4 5 (x2) = _______

#### C. Professional (Understandings re. group work)
1 2 3 4 5 (x2) = _______

### VI. Member Evaluation (9 pts.)

#### A. Instruments Used (include copies)
1 2 3 = _______

#### B. Summary Tables/Charts
1 2 3 = _______

#### C. Clarity of Narrative Explanation of Evaluation (Forms, Tables & Charts)
1 2 3 = _______

### VII. What Would You Do Differently? (5 pts.)
1 2 3 4 5 = _______

Total Points = 126 pts.
SAMPLE OF RESEARCH SECTION OF GROUP PROPOSAL

CONTENT OF THE RESEARCH (Attach the content of this section on a separate sheet in an appendix to your paper)

I. TOPIC: Counseling Before Marriage

II. LISTING, CITATION (APA Style) AND ANNOTATION OF RESEARCH EXPLORED (Organized by broad categories) (40 pts)
   A. The Developing Relationship
   
      Often we expect that a relationship will proceed along an ever increasing path of deeper commitment, culminating in marriage. These steps are: attraction, dating, steady dating, engagement, marriage (sometimes cohabitation before marriage comes in). Couples go through these steps at varying speeds….in various patterns.

III. SINGLE-SENTENCE LISTING OF SALIENT ISSUES IDENTIFIED IN YOUR RESOURCES (10 pts)
   A. Courtship follows some general patterns, although there are individual couple differences.
   B. Commitment = Satisfaction + Investments − Alternatives
   C. Marriage exists within a context that includes: 1) God’s eternal truth about marriage, 2) society’s shared understanding of marriage, and 3) each partner’s psychological make-up.

IV. OF ALL THE ISSUES CITED ABOVE, WHICH HAVE YOU SELECTED TO FOCUS UPON IN YOUR GROUP AND WHY (5 pts)
   A. The concept of stages in a relationship – because an understanding of the process stages in a relationship are a basic building block from which the couple can examine their relationship relative to the generally expected norm. This can serve as a starting point to identify any problems.