

# WESTERN SEMINARY - SACRAMENTO

## Group Counseling

CNS 512M: 3 Credit Hours

**Kim Fredrickson, M.S., MFT** (MFC 22635)

Adjunct Professor

(916) 789-7082 x309

[Kim@KimFredrickson.com](mailto:Kim@KimFredrickson.com)

## Syllabus - Summer 2009

### Session B: Jun 29 – Aug 15

#### COURSE SCHEDULE

**Dates:** July 10 – 11, July 24 – 25, August 7 – 8, August 15

**Times:** Fridays (7/10; 7/24; 8/7) 5:00 – 9:00PM; Saturdays (7/11; 7/25; 8/7; 8/15)

8:45AM – 5:00PM

**Total Breaks:** Fridays: 1 break of 20 minutes; Saturdays: 3 breaks totaling 100 minutes

#### COURSE DESCRIPTION

**CNS 512 – Group Counseling.** This course provides an overview of the principles of group theory, dynamics and process as applied to various therapeutic settings and problems. Pre-requisites: CNS 500, CNS 501P, CNS 507. 3 hours.

#### COURSE CONTRIBUTION TO STATED DEGREE OUTCOMES

The objectives of this course are tied directly to the desired outcomes constructed specifically for the degree for which this course is a requirement. Below are the formal degree outcomes which this class supports:

BE a person who experiences interdependency with others so that the interests of the whole group are best served. (CNS 508, CNS 509, CNS 512, MFM 500, PRA 530, SFS 501, SFS 502, SFS 504)

- a “life participant” in a body of believers; (CNS 512, THS 503)

KNOW his/her personal strengths, weaknesses, and other elements of individuality that can help or hinder ministry effectiveness. (CNS 501, CNS 506, CNS 512, CNS 525, MFM 500, Practicum, PRA 530)

- strengths and liabilities of temperament, and an ability to talk about them in an open and non-defended manner; (CNS 512, Practicum)
- gives and receives peer and professional feedback regarding personal and professional issues. (CNS 501, CNS 506, CNS 512)

KNOW the major theories of counseling and personality development. (CNS 503, CNS 504, CNS 505, CNS 507, CNS 511, CNS 512, MFM 500)

- principles of group dynamics and be able to apply principles in educational, therapeutic and support groups; (CNS 503, CNS 512)

KNOW HOW to think critically so that various truth claims can be effectively evaluated (CNS 508, CNS 509, DBS 506, THS 501, THS 502, THS 503; CNS 513, Practicum, overarching).

KNOW HOW to think like an effective counselor, able to face new and unique situations with self-efficacy, personal integrity, and professional competence. (CNS 501, CNS 502, CNS 514, Practicum, overarching)

KNOW HOW to build upon his/her seminary training to be a true life-long learner. (Practicum, overarching)

## **COURSE GOALS/OBJECTIVES**

### **Goals**

The primary goal of this course is to provide students with an understanding of group dynamics from a therapeutic perspective. Groups, in various forms, are a powerful medium for change. As such, we will explore personal and interpersonal factors, including group dynamics, which either enhance or detract from an individual's being able to utilize a group therapy experience. It is my intention that such exploration will occur both objectively and subjectively, in order that each student may identify his/her areas of strength.

### **Objectives**

#### Cognitive:

1. Students will be able to identify the therapeutic factors of group experience.
2. Students will understand the multiple roles of the therapist/leader in group process and how to function in order to facilitate growth/change in others.
3. Students will appreciate how practical factors (confidentiality, size, duration and type, selection, etc.) contribute to the effectiveness of groups.

#### Affective:

1. Students will participate in an actual group experience, as part of the course time is dedicated as a training group.
2. Students will explore objectively and subjectively, identifying his/her areas of strength.

#### Practical:

1. Students will be taught practical steps to start groups by:
  - a. Choosing an appropriate type of group to lead.
  - b. Exposing them to resources to supplement group times.

- c. Learning the skill of interviewing potential group members, and how to scan out those who are not suitable for a group experience.
- d. Exposing them to many sample flyers and contact letters with therapists and pastors to promote their groups.
2. Students will get a chance to hear from 3 area Christian Therapists who will share their materials, flyers, and ways they lead a variety of Groups (Possible Topics include: parenting, sexual addiction, couples, 12-step, grief, boundaries, etc).
3. Students will gain knowledge and experience in the availability and helpfulness of online groups.

## **TEXTBOOKS**

*Please support your seminary by using the following link for all your Amazon purchases – a minimum of 4% comes to Western Seminary.* Click [here](#) to order texts and other products.

### **Required**

- Corey, M., & Corey, G. (2006). *Groups: Process and Practice, 7th Ed.* Pacific Grove, CA: Wadsworth Publishing Co. ISBN: 0534607950 (*Special note: There is an 8<sup>th</sup> edition, we are using the 7<sup>th</sup> edition*)
- Corey, G., Corey, M., & Haynes, R. (2000). *Evolution of a Group: Student Video & Workbook.* Pacific Grove, CA: Wadsworth Publishing Co. ISBN: 0534363245
- Cloud, H., & Townsend, J. (2003). *Making Small Groups Work.* Zondervan. ISBN: 0310250285

The main text for this class has Internet sites listed at the end of each chapter for further study. Students are encouraged, although not required to utilize these resources.

## **COURSE REQUIREMENTS**

### **Reading**

Complete all required reading before each class session so that you will be able to participate in and benefit from the class discussions. Reading should be done a familiarity level (about 45 pages per hour) that assumes knowledge of the material assigned.

### **Assignments**

All assignments will be explained in class.

## **STANDARDS FOR WRITTEN WORK (APA)**

Papers must be written to a near-thesis standard. That is, minimum format standards must be met, as defined below. English grammar, idiom, and spelling must be up to graduate level. Always include a strong introduction paragraph (declare what you intend to show the reader) and conclusion paragraph. Qualities valued include clarity, succinctness, and precision.

This course employs the APA (American Psychological Association) publication manual style guide. You can find the APA 5<sup>th</sup> edition in the library reference section. You can also find a simple, straightforward presentation of the format at these online sites:

- <http://owl.english.purdue.edu/workshops/hypertext/apa/index.html>
- <http://owl.english.purdue.edu/owl/resource/560/01/>

For assignments that require the use of non-course texts and include a bibliography, of the resources mentioned in the bibliography for your project/paper, two must be from a physical library. Note the physical location of each book as an addendum to each bibliographical entry.

All work must reflect master's level use of the English language. Plagiarism will result in failure of assignment.

## GRADING

A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-
99-100%	95-98%	93-94%	91-92%	88-90%	86-87%	84-85%	81-83%	79-80%	77-78%	74-76%	70-73%

Activity	Percent of Final Grade	Estimated Time to Complete
Complete all required reading	30%	30 hours
Participate in class discussions and exercises	10%	45 hours
Three in-class Quizzes (based on the reading)	15%	(in class)
Workbook pages and video	10%	20 hours
Complete "Questions to Ponder" pages	15%	10 hours
One "Integration" paper* (approx. 15 pages) - focusing on the subjective experience of being in the training group	20%	30 hours
<b>Total</b>	<b>100%</b>	<b>45 hours in class / 90 hours outside of class</b>

\* This assignment includes a bibliography and requires the use of at least two resources from a physical library. Please note the item's call number (found on the spine) as an addendum to its bibliographic entry.

## CLASS POLICIES

**Cover page:** To safeguard confidentiality, provide a title page as a cover for all assignments. Include your student mailbox number in the upper right corner of the cover page.

**Attendance and Late Assignments:** Students are expected to attend all class meetings. Students who miss class are responsible for missed work. Unexcused absences and tardiness will impact a student's grade. Students who anticipate an absence should discuss it in advance with the instructor. Students who miss two or more classes will not pass the course. Assignments submitted after the due date and time constitutes a drop in the student's letter grade for that assignment.

**Enrichment Students:** Enrichment students are encouraged, but not obligated, to participate in assignments and class discussions. Professors are not obligated to grade participation for these students, but may opt to do so depending on class size.

**Incompletes:** Faculty members determine their own procedures and due dates for the completion of course assignments. The final deadline for submitting all course work is the last day of the semester as noted in the Academic Calendar and in the Sacramento class schedule. In the case of serious illness, family emergency, or other similar circumstances, the instructor may, **if it is initiated by the student**, grant an extension. A 1-3 week extension is typical in all except the most extreme cases, and in all cases the standard decrease of a full letter grade for late work applies. Extensions desired by student beyond 3 weeks, with prof support, must be approved by the Sacramento Academic Coordinator with 5 weeks after the end of the course being the longest possible extension for work being due to the prof (this allows a 6<sup>th</sup> week for the grading of work and a grade change request to be filed). A temporary notation of "I" (incomplete) is assigned until a final grade can be determined. Under no circumstances may this six-week period be extended except by petition and approval of the Administrative Committee in Portland.

**The Availability of Disability Services at Western Seminary:** Western Seminary is committed to responding to the needs of students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Western students are assisted individually as their needs dictate. It is the responsibility of students with disabilities to identify themselves and the nature of the disability. Any student who has a disability should contact the seminary's Disability (Section 504) Coordinator, Ken Epp, at 503-517-1815/1-877-517-1800, ext. 1815. His office is at the Portland campus. Students at the northern California campuses may contact Carrie Priest (Student Services Coordinator – San José) or PJ Oswald (Director of Student Development – Sacramento), or they may contact Dr. Epp directly. Appropriate forms will be provided and must be submitted to the Disability Coordinator's office.

## **LIBRARY AND INTERNET RESEARCH**

All class assignments with a research element require library research annotated as such in the bibliography. A minimum of two resources must be from a physical library. Note the physical location of each resource as an addendum to each bibliographical entry.

For complete library information including: hours of operation, interlibrary loan, local library resources, etc., please:

- Visit [www.westernseminary.edu](http://www.westernseminary.edu) .
- Click the link “Sacramento Campus” in the left navigation pane.
- Click the link “Library Resources” in the left navigation pane.

### **Reserve Collection**

The library carries all required readings for this course.

### **Print Resources**

Use the Western-Arcade Library catalog to find books and other materials. To search the library collection:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Search the Library Collection Online”.

### **Periodical & Research Databases**

As you complete your assignments for this course, don’t forget about the resources in the Western research databases. Remember to evaluate and cite your information too. To access the Western research databases:

- Visit <http://www.westernseminary.edu/Library/SAC> .
- Click the link “Research Databases” from the bottom menu.
- Click the link “Ebsco Host Research Databases”.
- Log in. [**User ID:** westsem / **Password:** seminary]
- Click the link “EBSCOhost Web”.
- Click the database(s) you wish to use. Start with *PsycARTICLES*.

To cite your information, consider the following APA composers:

<http://www.noodletools.com> and <http://www.citationmachine.net>

### **Course Packs (if applicable)**

To access the course pack(s) for this course:

1. Go to the library homepage: <http://www.westernseminary.edu/Library/SAC>
2. Click the link ‘Course Packs’.

### **Reference and Research Contact Information**

David Holifield, M.A., M.L.S. / (916) 488-3720, ext. 7 /  
[dholfield@westernseminary.edu](mailto:dholfield@westernseminary.edu)

## **COURSE OUTLINE AND SCHEDULE**

### **Pedagogical Approach**

This class includes a wide variety of teaching techniques. These techniques are purposely designed to instruct students as much as possible in their most natural and competent learning styles. The various teaching techniques include (but are not limited to):

- role-playing

- lecture
- group process and discussions
- critical analysis
- individual reports
- examination
- written paper.

<b>Date</b>	<b>Chapters Due (read before Friday class begins)</b>	<b>Workbook &amp; Tape Due</b>	<b>Assignments Due</b>
July 10	Corey: Ch. 1 – 3 Cloud & Townsend: p. 13-113	WB 1-12, no video*	Questions to Ponder as assigned
July 24	Corey: Ch. 4-5 and 9 Cloud & Townsend: p. 117-292	WB 13 – 38, and video* (no need to do p. 36 – 38)	Questions to Ponder as assigned
Aug 7	Corey: Ch. 6-7 and 10	WB 39 – 74 and video* (no need to do p 53-55 or 72-74)	Questions to Ponder as assigned
Aug 15	Corey: Ch 8, 11 - 12	WB 75 – 94 and video* (no need to do p. 84-85)	Final Paper

\*Workbook and video will be utilized in class. Watch the video all the way through as it corresponds to the assigned reading *before* Friday night session. Complete all corresponding workbook pages *before* Friday night session.