I. Course Description
This course is designed to help group members discover their interpersonal styles and improve their interpersonal skills such as self-disclosure, listening and responding. Students learn how to set and move toward individual personal growth goals. Process awareness skills are sharpened. Students are introduced to skills in advanced empathy, constructive confrontation, and immediacy.

The goal of this course is to promote interpersonal skill development and personal growth through the group counseling experience. This course covers basic skills in facilitating group development and promoting individual wholeness through group modalities. The groups will focus on: providing a forum for self-disclosure and self-examination; modeling healthy confrontation; utilizing basic and advanced interpersonal communication skills; identifying and tracking group interactions and processes; and further developing skills as group facilitators.

II. Student Learning Outcomes
Upon completion of this course, students should be able to:

1. Identify personal areas of growth in his/her relationships, including relationships with self and with God
2. Explain the ways in which her/his group dynamics influence and are affected by his/her core identity
3. Articulate an understanding of how Christ as Lord, servant and wounded healer impacts him/her personally, and how personal growth in these characteristics impacts the group counseling process
4. Identify individual interpersonal styles of self and others
5. Begin to obtain skills in appropriate self-disclosure, confrontation, empathy, and awareness of group dynamics

III. Knowledge Base
IV. Teaching Strategies for Student Learning

This course will utilize a variety of learning approaches including, but not limited to, readings, modeling, personal reflection, and small group participation. Small groups composed of from 8 to 12 students will be formed and each group will be led by a professor who is a licensed counselor. Using this small group format, students will receive instruction and practice in interpersonal skills development and healthy confrontation. Group membership will remain constant throughout the counseling program.

V. Course Requirements

A. Textbooks and Other Readings.


B. Attendance

According to the student handbook, attendance at all class sessions is expected unless the professor has been notified in advance. Any student missing the equivalent of six class hours will be required to do additional work, receive a lower grade or withdraw from the class, or be penalized otherwise at the discretion of the professor. This policy also applies to tardiness.

C. Assignments/Assessment of Student Learning

1. Professionalism & Positive Participation (Total points - 5):

   Attendance: Attendance at all class sessions is expected. Regardless of the reason for absence, any student missing class may be required to do additional work and/or receive a lower grade (at the discretion of the professor). Any student missing the equivalent of two classes will be required to do additional work, receive a lower grade or withdraw from the class (at the discretion of the professor). By “equivalent” is meant any time the student is not in class during its scheduled time (e.g., arriving late, leaving class for extended periods).

   It is strongly recommended that the student come to class with a heart submitted to God and with a teachable mind.
Professionalism: It is the belief of program faculty that there are parallels between how the student approaches academic training and the student’s future professional conduct in field. Therefore, all Detroit counseling students will be assessed regarding their professionalism while in the program using a combination of self- and faculty-assessments. Each student will consider and evaluate their in-group participation and personal growth during the Fall Quarter based on new insights gained, knowledge learned from reading the assigned texts and group interactions.

2. Weekly Process Notes (Total points - 15):
Process notes are brief summaries of the student’s observations of, and reflections upon, small group interactions and assigned readings. Students will receive guidelines for writing process notes during first night of group. Beginning the 2nd week of the semester, and continuing every week thereafter, including any weeks in which the student is absent from group, students will submit a 1-2 page process note to the small group leader. Process notes will be one source for the small group leader’s assessment of the student’s “Professionalism and Positive Participation” (see above).

Grading for this portion of the course will be based upon, a.) completeness and timely submission of weekly process notes (including for missed sessions), b.) quality of the student’s notes (e.g., Does the note follow published guidelines? Does it reflect professionalism? Does it reflect pursuit of the student’s personal contract goals? Does it reflect critical thinking?), and c.) verification of the student’s completion of assigned readings. Process notes are due before class the following Wednesday.

3. Personal Contract (Total points - 20):
As Egan notes, the personal contract is designed to help the student channel their energies as they work toward greater interpersonal competence. The “personal contract” is a statement of the student’s desire and commitment to work toward certain goals through the group dynamics learning experience and is to be based on a careful reading of Chapter 2 in Interpersonal Living by Gerard Egan. The student should feel free to adapt any of the ideas presented by Egan into their contract. The student’s contract should specify the concrete behaviors and aspects of interpersonal style which the student is committed to exploring in small group during the Fall Quarter. At the beginning of the 4th group session, the student will submit one copy of the contract with at least three goals that he or she wishes to achieve during the Fall Semester to the small group leader (worth 10%) and will keep one copy for the student’s own records and periodic review. Personal Contract due third week of class.

Students will submit a three page APA style reflection paper on Anatomy of the Soul identifying your personal attachment style. In addition, reflecting upon where you personally feel your individual attachment style has either fostered
positive relationship patterns or negative relationship patterns. Conclude with your understanding of the importance of connecting and building relationships and how you intend to embrace these truths for increased growth within the coming year during Group Dynamics. **Reflection paper due the 8th week of class.**

5. **Personal Contract Reflection Paper (Total points – 20):**
   At the end of the semester, the student will submit a 5-8 page summary evaluating progress toward their personal contract goals based on what the student has learned about him/during group process. Grading for this portion of the course will be based upon, a.) completeness and timely submission of the personal contract and contract review, b.) quality of the submitted contract and contract review (i.e., Does the contract reflect a close reading of Egan’s chapter 2), and c.) progress made toward personal contract goals. **Personal contract reflection paper due the 14th week.**

6. **Evaluation (Total points – 20):**
   The small group leader will complete an evaluation of the student’s participation twice during the semester within the small group, worth 20% of final grade. This evaluation will be used for feedback (for the student) for grading, and to set a “baseline” for assessing the student’s future growth. The student is strongly encouraged to monitor their group-related behavior and to seek feedback from others (e.g., the professors, other students) as the student deems prudent. **Completed the 11th & 15th week.**

D. **Calculation of Grade and Connection of Learning Outcomes**

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Learning Outcomes</th>
<th>Percent of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism &amp; Positive Participation</td>
<td>1-5</td>
<td>5%</td>
</tr>
<tr>
<td>Weekly Process Notes</td>
<td>1-5</td>
<td>15%</td>
</tr>
<tr>
<td>Personal Contract</td>
<td>1-3</td>
<td>20%</td>
</tr>
<tr>
<td>Reflection Paper</td>
<td>1,3</td>
<td>20%</td>
</tr>
<tr>
<td>Personal Contract Reflection</td>
<td>1-5</td>
<td>20%</td>
</tr>
<tr>
<td>Evaluation</td>
<td>1,4,5</td>
<td>20%</td>
</tr>
</tbody>
</table>

**VI. Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Week #</th>
<th>Date(s)</th>
<th>Lecture/Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Aug. 26, 2015</td>
<td>Discussion</td>
<td>Overview of Syllabus, Explanation &amp; Expectation of Group, Team Building Activity</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Discussion</td>
<td>Notes</td>
</tr>
<tr>
<td>---</td>
<td>--------------</td>
<td>------------</td>
<td>--------------------------------------------</td>
</tr>
</tbody>
</table>
| 2 | Sept. 2, 2015| discussion | Meyer: Intro & Chapters 1  
Egan: Chapters 1  
Thompson: Chapter 1 - 2 |
| 3 | Sept. 9, 2015| discussion | Meyer: Chapter 2  
Egan: Chapters 2  
Thompson: Chapter 3 - 4  
**Personal Contract due**  
**Process Notes Due** |
| 4 | Sept. 16, 2015| discussion | Meyer: Chapter 3  
Egan: Chapter 3  
Thompson: Chapter 5 – 6  
**Process Notes Due** |
| 5 | Sept. 23, 2015| discussion | Meyer: Chapter 4  
Egan: Chapter 4  
Thompson: Chapter 7 – 8  
**Process Notes Due** |
| 6 | Sept. 30, 2015| discussion | Meyer: Chapter 5-6  
Egan: Chapter 5  
Thompson: Chapter9 - 10  
**Process Notes Due** |
| 7 | Oct 7, 2015  | discussion | Techniques in Leading  
a Spiritual Group  
Thompson: Chapter 11 - 13 |
| 8 | Oct 14, 2015 | discussion | Meyer: Chapter 7  
Egan: Chapter 6  
**Process Notes Due**  
**Reflection paper due** |
| 9 | Oct 21, 2015 | discussion | Meyer: Chapter 8  
Egan: Chapter 7  
**Process Notes Due** |
| 10 | Oct 28, 2015 | discussion | Meyer: Chapter 9  
Egan: Chapter 8  
**Process Notes Due** |
| 11 | Nov 4, 2015  | discussion | Meyer Chapter 10  
**Process Notes Due**  
**Evaluation Report given by Professor** |
VII. Recommendations for Lifelong Learning
Read other books indicated in the Bibliography, as well as ones recommended in the resources listed next. Join ACA, and MCA. Read professional journals in the field.

VIII. Seminary Guidelines
A. Relationship To The Curriculum Model
All coursework at Ashland Theological Seminary is intrinsically connected to the 4Cs of the curriculum model: core identity, character, calling, and competency. This course affirms the value of interpersonal skills. Students will learn that the role of counselor must be rooted in a personal relationship with God (core identity; character) and others (calling). The course also prepares students to identify and address key counseling concepts while learning how to use counseling techniques, examine educational factors, and practical skills (competence). All of our counseling courses also affirm the value of human life and the purpose of such life (teleology) as rooted in a relationship with God (core identity; character) and others (calling). These courses also prepare students to identify, practice and address key concepts utilized during the counseling practice (competence).

B. ATS Academic Integrity Policy
Ashland Theological Seminary seeks to model servant leadership derived from biblical standards of honesty and integrity. We desire to encourage, develop, and sustain men and women of character who will exemplify these biblical qualities in their ministry to the church and the world. As members of the seminary community, students are expected to hold themselves to the highest standards of academic, personal, and social integrity. All students, therefore, are expected to abide by the academic integrity standards outlined in the Student Handbook.

C. Academic Support Services
If you need assistance with writing projects for your coursework, you may contact the ATS Academic Support Center. The Center provides free sessions with a peer consultant who can help you with all of your concerns about academic support including writing, critical
thinking, documentation, reading skills, study skills, test taking skills, time management. Contact the Center if you have a question about how to complete your assignment, if you have documentation questions, or if you would like to have your paper evaluated for areas needing improvement. Our ATS-Detroit writing consultant is Kimberly Edwards. She can be reached through email at atsdetwc@ashland.edu. If you desire, you may also contact the ATS Academic Support Center in Ohio at 419-289-5162 or by e-mail at atswc@ashland.edu.

D. Students with Disabilities
Ashland University makes every effort to comply with the Americans with Disabilities Act. Students who have a specific physical, psychiatric or learning disability and require accommodations are encouraged to inform their instructors of their needs early in the semester so that learning needs can be appropriately met. It is the student’s responsibility to document the disability with Disability Services in The Center for Academic Support on the 7th floor of the Ashland University Library, (419) 289-5904.

E. ATS Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>97-100</td>
<td>Superior achievement of course objectives, diligence and originality, high degree of freedom from error, outstanding evidence of ability to utilize course knowledge, initiative expressed in preparing and completing assignments, positive contributions verbalized in class.</td>
</tr>
<tr>
<td>A-</td>
<td>92-96</td>
<td>Good work submitted, commendable achievement of course objectives, some aspects of the course met with excellence, substantial evidence of ability to utilize course material, positive contributions verbalized in class, consistency and thoroughness of work completed.</td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td>Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.</td>
</tr>
<tr>
<td>B</td>
<td>83-88</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>C</td>
<td>77-79</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
<tr>
<td>C-</td>
<td>74-76</td>
<td>Poor performance, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
</tr>
<tr>
<td>D</td>
<td>68-70</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
<tr>
<td>D-</td>
<td>65-67</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
</tr>
</tbody>
</table>

F. Extensions and Incomplete
Requests for an “incomplete” or an “extension” will be granted only in accordance with the stated ATS policy (see Student Handbook).

G. Electronic Equipment
Electronic equipment and technology can enhance the learning process. However, it can also interfere with the learning environment. No video or audio recordings are permitted without the instructor’s consent. Cell phones and pagers must be turned off during class. Games, DVD’s, web-surfing, chat room visits, etc. are prohibited during class. Laptops, PDAs and other devices are to be used only for note-taking purposes. Violation of this policy could result in removal from class and/or a reduction in grade.
IX. Selected Bibliography or References


