DMN 9926: Formational Counseling in Small Groups  
ASHLAND THEOLOGICAL SEMINARY  
Fall 2015

Ashland Campus  
September 14-18, 2015  
8:30 am.-5:00 pm. Monday-Thursday  
8:30-Noon Friday  

Dr. Donna Thomas  
Dthomas1@ashland.edu  
419-889-1396

I. Course Description
Students will explore the transformational elements of Christian community as expressed in small groups that gather for healing care and formational prayer. Built upon biblical, psychological, and historical principles, students will learn to facilitate small groups in a practicum structure during the one week class intensive. A specific curriculum will be used as the vehicle for learning during this experience.

II. Relationship to Curriculum Model
Students will learn to facilitate small groups in a practicum structure employing the elements of formational counseling: Christian counsel; spiritual direction; and formational prayer. The students will be assessed in the areas of calling as expressed in facilitating healing in a small group and competency as demonstrated in the employment of skills within the practicum of group leadership.

III. Student Learning Outcomes

**Calling that is foundational for servant leadership in the church, community and world.**
Learning Outcome #1 An understanding of becoming a wounded healer in a broken world will be explored through lecture and self-report.

Learning Outcome #2 The student will demonstrate servant leadership in a healing small group setting.

Learning Outcome # 3 The student will demonstrate an awareness of family of origin issues and their impact upon their ministry in a group setting.

**Competence in the disciplines and skills relevant to Christian ministry.**
Practices a broad range of appropriate ministry skills.
Learning Outcome # 4 Students will practice facilitating group dynamics and group process.

Learning Outcome #5 Students will demonstrate listening skills in a group setting.
Learning Outcome #6. Students will engage in the integration of experience and skills through critical reflection.

Learning Outcome #6. Students will demonstrate an understanding of one “structure of healing” through group facilitation within the group session.

IV. Teaching Strategies for Student Learning
The student learning experience will be an integration of lecture and small group facilitation throughout the one week intensive course. Written analysis and reflection of the Healing Care Group curriculum will be submitted to the professor. Peer evaluation will be presented immediately following group experience during cohort residence.

V. Course Requirements
A. Textbook(s)


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; this is at the discretion of the professor.

C. Assignments/Assessment of Student Learning
Students must provide the professor with a self-addressed stamped envelope to receive graded papers.

Major Paper #1 (Learning outcomes #1 and # 3)
This paper is a reflection on your understanding and experience of community. The purpose of this paper is to bring your experience of community into your explicit awareness for the sake of empathic connection to others you minister to within community. It is a reflection paper and not a research paper. Write in first person. Parenthetical referencing is necessary where applicable. Do number your pages and double space.

Part One
Reflect upon your primary community, your family. What experiences provided unity, safety, and a pathway to fellowshipping with God? What experiences hindered you in trusting others, creating a sense of belonging and security? Self-disclose at the level you deem appropriate.
Part Two
Reflect upon your participation in different community groups growing up. How would you evaluate your experiences? Did they mirror your experience of your family community? How so, or how were they different? What comfort or discomfort was provided?

Part Three
Reflect upon your experience in community today. How is it healing or hurtful? What core longings does it help provide? What do you desire for community?

Throughout the paper:
What aspects of the Icenogle text most resonate with you in the area of Biblical community? What other authors speak to you about community that you have found useful in understanding your own experience of community? Dialogue with the assigned texts (Icenogle, Thomas and Wardle) and at least three additional contemporary Christian authors known for their work in small group ministry.

Minimum 15 pages. Due December 1, 2015.

Practicum (Learning Outcomes # 2, 4, 5, 6)
You will be leading some sections of the Healing Care Groups curriculum during your small group time.

Your classmates will serve as a small group which will meet Tuesday, Wednesday, Thursday afternoons from 1:30-4:30 pm. A debriefing time will be held from 4:30-5:00 pm. The small group will also have a session Friday morning from 8:30-11:00 am with a closing time from 11:00-12:00 pm.

Carefully study the following sessions from the Healing Care Groups curriculum.
Session One: The Journey Begins
Session Four: The Structures of Healing
Session Five: Dysfunctional Behaviors
Session Seven: Emotions

Note the following.
1. How do these sessions fit in with the rest of the curriculum?
2. What is significant about each teaching component? How does the experiential activity reinforce the teaching?
3. Each session has an opening, a teaching time, an experiential activity, and a closing time. Consider which components you would like to lead. During the course of the week in small group, you will lead three different components. They will not all be in the same session. For example, you might lead the teaching on Tuesday, the activity on Thursday, and the closing prayer time on Friday. This will be decided Monday afternoon during class time after lunch.

All materials required to lead the session (CD player, art box, wooden cross, etc.) will be provided. It is not necessary to memorize the material. Plan on using your Healing Care
Group Leader’s Guide (see required texts above) while you lead. Following each session, there will be a debriefing of your facilitation experience.

You may order the curriculum by emailing Lynne Lawson at llawson1@ashland.edu. She will send it to you upon receiving payment of $125.00. This is the student rate. An instructional CD and Wardle and Thomas texts that accompany the curriculum are available through Lynne at an extra cost. The CD is not a required purchase for this course. The Thomas text and Wardle text are required (see required texts above.) The text by Thomas, Healing Christ in Community is not available on-line through Amazon. It is available through the campus bookstore.

Major Paper #2 (All learning outcomes)
This paper will be written following your practicum experience the end of the one week class. In your paper, integrate the assigned texts. In addition to assigned texts, cite from other sources in the field of small groups. You may use authors that are secular as well as Christian.

This paper will include the following:

Part One
Details on how you prepared to lead your session, narrative of how the session progressed, key events that took place, and a summary of your personal reflection regarding the experience of leading. Integrate your reading from key authors with your reflection.

Part Two
Descriptions on how you exemplified three key concepts of facilitation from the required texts and lectures into your leadership style. Integrate your reading from key authors with your reflection.

Part Three
Illustrations of how three key concepts of group process gleaned from the texts and lectures developed throughout your session under your facilitation. Integrate your reading with your illustrations.

Part Four
Reflect upon your experience with co-leading. What did you learn from this experience? What would you do differently?


D. Calculation of Grade
Major Paper #1 Learning Outcomes 1 and 3 30%
Practicum Learning Outcomes 2, 4, 5, 6 25%
Major Paper #2 All Learning Outcomes 30%
Class Participation 15%

Assigned texts will be discussed during classroom lectures. Be prepared to enter into dialogue to demonstrate a careful reading of the texts.
VI. Course Schedule

Day One  Foundations of Small Group Ministry  Icenogle, Friedman
Day Two  Developmental Group Stages  McBride
Day Three  Building Community  Egan
Day Four  Experiencing Jesus through Community  Wardle, Thomas
Day Five  Administration and Forming Community  Thomas

VII. Other Course Instructions

Selected chapters are assigned from *Biblical Foundations for Small Group Ministry*
Read chapters two, five, six, eight, nine, eleven, twelve, thirteen, fourteen, and nineteen.
You will be expected to participate in class discussion and reference Icenogle.

VIII. Recommendations for Lifelong Learning

Attend the Formational Prayer Seminar sponsored by the Institute of Formational Counseling.

Enroll in the Certificate in Formational Prayer Program sponsored by the Institute of Formational Counseling.

Attend the Advanced Formational Prayer Seminar sponsored by the Institute of Formational Counseling.

Attend The Essentials Seminar sponsored by *Healing Care Ministries*.

VIII. Seminary Guidelines

A. 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.

B. Academic Support Services
If you need assistance with writing projects for your coursework, 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. The ATS Academic Support Center can be reached at 419-289-5162 or by e-mail at atswc@ashland.edu.

C. Students with Disabilities
Students with documented disabilities who require academic adjustments for this class are requested to contact me to discuss reasonable accommodations. While not required, it is in the best interest of the student to have this conversation early in the semester. In order to
receive academic adjustments paperwork from Disability Services must be provided to
document this need. Disability Services is located in 105 Amstutz, extension 5953 (419-
289-5953).

D. ATS Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percent</th>
<th>Description</th>
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</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></td>
</tr>
<tr>
<td>B+</td>
<td>89-91</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>86-88</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>83-85</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>80-82</td>
<td></td>
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<tr>
<td>C</td>
<td>77-79</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>C-</td>
<td>74-76</td>
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<tr>
<td>D+</td>
<td>71-73</td>
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<tr>
<td>D</td>
<td>68-70</td>
<td>Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.</td>
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<tr>
<td>D-</td>
<td>65-67</td>
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<tr>
<td>F</td>
<td>Below 65</td>
<td>Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.</td>
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IX. Selected Bibliography or References


