

ASHLAND THEOLOGICAL SEMINARY
CLC 5530 Group Dynamics I
Columbus Campus, MBA Room
Tuesdays, 11:50-12:30
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Office Hours: Email for an appointment

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.

II. STUDENT LEARNING OBJECTIVES (with DLOs): At the end of this course, the student will,

1. utilize basic concepts and skills of interpersonal effectiveness (*PAO1, PAO2, PAO3, PAO4*);
2. demonstrate basic proficiency in the interpersonal skills listed in the text (*KO6, PAO2, PAO3, PAO4*);
3. develop and implement individual personal growth goals (*PSO3, PAO3, PAO4*);
4. implement group counseling techniques within in a small group (*KO6, PAO1, PAO2, PAO3, PAO4*);
5. experiment with the stages of the group process (*KO6. PSO1*); and
6. describe the types of counseling groups in various clinical settings (*KO6*).

This course format consistently meets the same quality, assessment, learning outcomes, and requirements of the traditional face-to-face semester offering of this course. For fall 2020, the sessions for this class may be offered 100% face-to-face in a physical classroom (with remote access for pre-scheduled students) 100% face-to-face virtually using technologies such as Zoom or Collaborate, as a combination of face-to-face sessions and digital activities/lectures (virtually or in-person), or as a combination of any of these elements. In the event of extended disruptions of normal classroom activities due to the pandemic, the format for this course may be modified to utilize 100% face-to-face virtual/digital classroom sessions.

III. KNOWLEDGE BASE

A. Ohio Educational Requirement for Admission to the Examination for Professional Counselor Licensure:

This course meets the Ohio Administrative Code (OAC) requirement for Group Dynamics-4757-13-01(A)(4)(g).

B. CACREP CMHC Standards Addressed in this Course Include:

- F.6.a. theoretical foundations of group counseling and group work
- F.6.b. dynamics associated with group process and development
- F.6.c. therapeutic factors and how they contribute to group effectiveness
- F.6.d. characteristics and functions of effective group leaders
- F.6.e. approaches to group formation, including recruiting, screening, and selecting members
- F.6.f. types of groups and other considerations that affect conducting groups in varied settings
- F.6.g. ethical and culturally relevant strategies for designing and facilitating groups

F.6.h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

IV. TEACHING STRATEGIES FOR A STUDENT LEARNING

This course will utilize a variety of learning approaches in order to meet the learning objectives listed above. These will include readings, exams, weekly group logs, and small group participation. Students will participate in a group composed of 8-12 students, each led by a professor who is a licensed counselor. Group membership will remain constant over the semester.

V. REQUIRED TEXT

Corey, M.S., Corey G., & Corey, C. (2014). *Groups: Process and practice* (9th ed.). Belmont, CA: Thompson Brooks/Cole. ISBN#: 978-1133945468

VI. CLASS SCHEDULE (Subject to Change)

Week	Date	Topic	Readings/Assignments
1	Sept. 1	Introduction – Purpose/Meaning	Ch. 1
2	Sept. 8	Group Counselor	Ch. 2
3	Sept. 15	Ethical and Professional Issues **NOTE: THIS SESSION WILL BE FULLY ONLINE. NO IN-PERSON INSTRUCTION**	Ch. 3
4	Sept. 22	<i>No Reading</i> Reflection Paper Due	
5	Sept. 29	Stages of Group: Forming a Group	Ch. 4 Group Log 1
6	Oct 6	Stages of Group: Initial Stage	Ch. 5 Group Log 2
7	Oct 13	Stages of Group: Initial Stage	Ch. 6 Group Log 3
8	Oct 20	<i>No Reading</i> Midterm Exam Due	
9	Oct 27	Stages of Group: Transition Stage	Ch. 7 Group Log 4
10	Nov 3	Stages of Group: Working Stage	Ch. 8 Group Log 5
11	Nov 10	Stages of Group: Final Stage	Ch. 9 Group Log 6

12	Nov 17	Groups in School Settings	Ch. 10 Group Log 7
13	Nov 24	<i>No Class: Happy Thanksgiving</i>	
14	Dec 1	Groups in Community Settings	Ch. 11 Group Log 8
15	Dec 8	Guest Lecture	None
16	Dec 15	Concluding the Semester	Final Exam Due CCEC Due

VII. GRADING ELEMENTS

Student grades will be assigned based upon the following distribution of points.

1. **Professionalism and Engagement:** Attendance and participation in class sessions is expected; however, being “present” is much more than simply showing up. Since it is the professor’s belief that there are direct connections between how one approaches academic training and one’s professional conduct once in the field, the following are expected of all students: promptness to group, preparedness for group, positive participation in group, and professionalism in all work submitted. **Failure to adhere to these guidelines may negatively impact the student’s final grade at the discretion of the small group instructor. Additionally, late work will not be accepted. (25 pts.)**
2. **Group Logs:** Students will submit a weekly **Group Log** (starting the fifth week of the semester). The group log will include reflections from small group interactions, a discussion of the students’ feelings that arose from session, ideas for interaction the following week (i.e., “agenda for next session”), and a paragraph reflecting on what they found most interesting in the reading from that week. Students are to follow the sample attached to the end of this syllabus.
 - a. **Due: Weekly beginning Week 5. 80 pts. (8 logs x 10pts each)**
3. **Reflection Paper:** Students will write a reflection paper on their own interpersonal communication tendencies & style. The purpose of this paper will be for students to explore patterns in the way they interact that might influence their experience both in group and outside of group. Students will identify strengths in their communication style as well as areas for growth. These areas for growth will then serve as goals or focal points upon which individuals can improve and develop throughout the group experience. Further direction for the paper will be provided in class.
 - a. **Length: 3 pages; Due: Week 4 (50 pts.)**
4. **Midterm Exam:** On the eighth week of class, students will submit their completed midterm exam that covers chapters 1-5 in the Corey text. The exam will be take-home format; thus, students may use their text to complete the exam, but are to do so individually. The exam will be posted online for access by Week 2.
 - a. **Exam Due: Week 8 (100 pts.)**
5. **Final Exam:** On the final day of class, students will submit their completed final exam that covers chapters 6-11 in the text. The exam will be take-home format; thus, students may use their text to

complete the exam, but are to do so individually.

a. Exam Due: Week 15 (100 pts.)

6. **Christian Counselor Effectiveness Characteristics (CCEC):** These counselor characteristics are essential for competent client care. It is imperative students become familiar with these attributes and how well they are evident in themselves. At the end of the semester students will submit a completed Christian Counselor Effectiveness Characteristics student evaluation form (available on the website: <http://seminary.ashland.edu/academics/degree-programs/macmhc> - scroll down to "Downloads" and "CCEC-Student Self-Evaluation") to their group leader. Group leaders will also be evaluating each student on these characteristics and providing their evaluation of student development.

Due: Week 15 (25 pts.)

VIII. CALCULATION OF GRADE AND CONNECTION OF LEARNING OUTCOMES

Assignments	Student Learning Outcomes	Associated CACREP CMHC Standards	Points Possible (400); percent of grade
Professionalism/Engagement	1, 2, 4		25/6%
Group Logs	1, 2, 3, 4	F.6	100/25% (10 logs/10 pts.)
Reflection Paper	1, 2, 3, 4		50/13%
Midterm Exam	5, 6	F.6	100/25%
Final Exam	5, 6	F.6	100/25%
CCEC	1, 2, 3		25/6%

I. IX. 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. Ashland Multiliteracy Center for Writing, Speaking, And Digital Communication

The Ashland Multiliteracy Center Service can help you brainstorm, draft, and revise your writing assignments in your graduate Seminary classes. Masters and doctoral qualified Consultants can advise you online or in person.

To schedule an appointment, visit [Ashland Multiliteracy Center](#) and select “Online and Graduate” from the schedule menu.

C. Accessibility Resources and Accommodations

It is Ashland University’s goal that learning experiences be as accessible as possible. If you anticipate or experience physical or academic barriers based on a disability, please contact the Student Accessibility Center at [419-289-5904](tel:419-289-5904), or send an email to dservices@ashland.edu. The Student Accessibility Center office and the course instructor will work together in order to establish accommodations and to meet your learning needs.

D. ATS Grading Scale

Grade	Quality	Percent	Description
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A	4.0	97-100	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.
A-	3.7	92-96	
B+	3.3	89-91	
B	3.0	86-88	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.
B-	2.7	83-85	
C+	2.3	80-82	
C	2.0	77-79	Acceptable work completed, satisfactory achievement of course objectives, demonstrating at least some ability to utilize course knowledge, satisfactory class contribution.
C-	1.7	74-76	
D+	1.3	71-73	
D	1.0	68-70	Passing but minimal work, marginal achievement of course objectives, poor performance in comprehension of work submitted, inadequate class contributions.
D-	0.7	65-67	
F	0.0	Below 65	Unacceptable work resulting in failure to receive class credit, inadequacy of work submitted or of performance and attendance in class.

E. Attendance Statement:

According to the Student Handbook, attendance at all class sessions is expected, unless the professor has been notified in advance and has approved the absence. Students should be on time and should stay through the duration of all classes. Any student missing more than six class hours will be required to do additional work, receive a lower grade, audit or withdraw from the class, or be penalized otherwise at the discretion of the professor.

X. RECOMMENDATIONS FOR LIFELONG LEARNING

Students are encouraged to continue learning about group dynamics and group counseling through intentional efforts, throughout their careers, to read and research up-to-date literature on the topic. Upon graduation, students are especially encouraged to attend seminars, workshops, and conferences in this area of interest for continuing education and specialization. Students are encouraged to connect with the Association of Specialists in Group Work—a division of the American Counseling Association—as a primary resource for group-related material.

XI. ACADEMIC INTEGRITY POLICY

Ashland Theological Seminary expects each student to uphold the Seminary's core value of academic excellence by contributing to an environment that is both challenging and supportive. In such an

environment a student will neither seek nor offer improper assistance. All students have an obligation to be forthright in their academic endeavors and to respect ethical standards. The work that one submits for academic evaluation must be one's own, unless an instructor expressly permits certain types of collaboration. Academic integrity requires that each student will use one's own capabilities to achieve one's fullest potential and will neither offer nor accept aid that is not in keeping with regularly accepted standards of academic integrity. Failure to conform to this conduct shall constitute academic dishonesty. The full Academic Integrity Policy statement may be found in the *Student Handbook*.

RECOMMENDED RESOURCES:

Corey, G. (2004). *Theory and practice of group counseling*. (6th ed.). Belmont, CA: Brooks/Cole.

Corey, G., Corey, M.S., Callanan, P. & Russell, J.M. (2004). *Group techniques* (3rd ed.). Pacific Grove, CA: Brooks/Cole.

Crabb, L. (1997). *Connecting*. Nashville, TN: Word Publishing

Forsyth, D. (1999). *Group dynamics* (3rd ed.). Belmont, CA: Wadsworth.

Egan, G. (1973). *Face to face: The small-group experience and interpersonal growth*. Monterey, CA: Brooks/Cole.

Egan, G. (1976). *Interpersonal living: A skills / contract approach to human-relations training in groups*. Monterey CA: Brooks/Cole.

Frazer, R. (2001). *The connecting church: Beyond small groups to authentic community*. Grand Rapids, MI: Zondervan.

Incogole, G.W. (1994). *Biblical foundations for small group ministry: An integrational approach*. Downers Grove, IL: InterVarsity.

Jacobs, E.E., Masson, R.L., & Harvill, R.L. (2006). *Group counseling: Strategies and skills* (5th ed.). Belmont, CA: Thomson Brooks/Cole.

Johnson, D.W., & Johnson, F.P. (2006). *Joining together: Group theory and group skills* (9th ed.). Boston: Allyn and Bacon.

Keyton, J. (1999). *Group communication: Process and analysis*. Mountain View, CA: Mayfield.

Yalom, I.D. (1995). *The theory and practice of group psychotherapy*. New York: Basic Books.

The following is designed to serve as a template for all group logs turned in by students. The names are fictitious as are the events described below. However, the format, personal reflections, and processing serve as an example of an effective use of the group log.

Group Dynamics Log

Terry Doe

Date: October 12, 2017

General Summary:

Today's group focused on the difficulties we have being open and honest with each other as well as matters of trust. We discussed various groups we have been involved with in the past and how we were affected by these group experiences. We also began setting the ground rules for the group and of most importance was confidentiality.

Interaction with Group Members:

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|--------|---|
| Allen | He seemed rather quiet today and only offered answers to questions posed directly to him. He may be a bit nervous (like the rest of us I imagine) or he may have something else on his mind. I need to check it out further. |
| Rachel | She was open about how she has been wounded by sharing in groups before and how she is going to try her best to be as open as possible here. Several members affirmed her for sharing her fears and could definitely relate. I also shared with her how I had been hurt before but want to grow by being more open here. |
| Joanne | Rather guarded it seemed. She stated that "God is the answer to all hurts in life" and that we didn't need to share our inner feelings with each other. Several were puzzled by her statements including me. I felt like she had a wall built around her a mile wide. I would like to ask her why she is so defensive but may need to wait for the right opening. |
| Elise | She has a strong reaction to Joanne's comments. She stated that Joanne should be in another program if she is not willing to be open with the group. Although I agreed with her belief that Joanne was very closed, I felt that she was too harsh on her this soon in the group and shouldn't say whether Joanne should or shouldn't be in any program. It made me want to defend Joanne which makes me wonder why I felt that way. |
| Mike | Mike fell asleep during group today. Although he may have a good reason, it bothered me. There wasn't a good opportunity to say something to him but I will bring it up next session. |

- Bill I have a lot of respect for Bill. He opened up and shared about how he was in a group once in his church and how he felt judged when he shared a struggle he had been having. My heart went out to him as he revisited that painful memory. I told him that I could relate to that pain because of a time when I was judged by a fellow believer and how hurt I was by it. We seem to connect with each other. Since we carpool together, I think its going to be very difficult not to talk about group issues on the way home each week.
- Mary She seems so nurturing to me. I get a warm, cozy feeling from her when she talks. She affirmed both Bill and me for "sticking with the faith" when hurt by some of its "fellow Christians" who were not very Christ-like. I wish I had more people in my life who were as affirming as she is.

Feelings Generated in this Session:

I had a mixture of feelings in this session. First I was a bit apprehensive as we were asked to share our experiences within groups before. I didn't have much experience with groups so I felt a bit like an outsider. Then I felt really drawn in as Bill and Rachel shared their experiences. Already I feel closer to them for their risking to be open. I felt like I was "hugged" by Mary's comments and that felt good. I was a bit put off, actually angry, about Joanne saying what she did. It appeared to undermine what others were trying to do—be open in group. I had mixed feelings with what happened with Elise. Although I agreed with some of what she said, I felt very much like I wanted to protect Joanne and wondered where that came from. Mike's sleeping irritated me. It felt like he didn't care enough to stay awake.

Agenda for Next Group Session:

1. I will check with Allen as to why he was so quiet this session.
2. I will ask Mike about what was going on last week with his sleeping. I will also share with him what I was feeling.
3. I will open the "hurt" issue some more by sharing my experiences with it.

Reflection on Readings:

In chapter two, the authors discussed personal characteristics of effective group leaders. I was really struck by one of these in particular – *nondefensiveness in coping with criticism*. They write that to be an effective group leader, one cannot afford to have a fragile ego. Leaders get accused of a variety of things and get negative feedback at times, and responding defensively can really harm the group process. It makes sense that being nondefensive and exploring the issues at hand is important, but I can also see how challenging it might be. I know my natural tendency is to defend myself if I am “attacked” and this approach requires something quite different.