

**CNS 6651**  
**Group Counseling I**  
**ASHLAND THEOLOGICAL SEMINARY**  
**DETROIT COUNSELING PROGRAM**  
**Fall 2020 – Mondays, 6:00 to 7:15pm via ZOOM**  
**August 31 – December 17, 2019**  
**1.5 CREDITS**

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### **I. Course Description**

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 Objectives (SLOs with DLOs)**

*This course format consistently meets the same quality, assessment, learning outcomes and requirements of the traditional semester course format.*

As a result 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, and how these personal areas of growth impact their ability to facilitate during group counseling. (DLO-III/PA03, DLO-II/PS03)
2. Explain the ways in which her/his group counseling competencies influence and are affected by his/ her core identity. (DLO-II/PS03)
3. Engage in and develop a greater understanding of group work, facilitation of groups, and honing facilitation skills. (DLO-I/KO6)
4. Demonstrate skills in the areas of appropriate self-disclosure, confrontation, advanced empathy, and awareness of group dynamics. (DLO-III, PA03)

### **III. Knowledge Base**

**Michigan Educational Requirement for Admission to the Examination for Professional Counselor Licensure** – This course meets the Michigan Administrative Code (SOAHR) requirement for Group Techniques – R338.1753 Rule 3 (2)(f).

### **IV. Course Requirements**

#### **A. Textbooks and Other Materials:**

Yalom, Irvin D. *Theory and Practice of Group Psychotherapy*. New York: Basic Books, 2005. ISBN # 978-0465092840.

Heen, S., Patton, B., and Stone, D. *Difficult Conversations: How to Discuss What Matters Most*. New York: Penguin Books, 2010. ISBN # 978-0-14-311844-2.

Benner, David. *Desiring God's Will: Aligning Our Hearts with the Heart of God*. Downers Grove, IL: IVP Books, 2005. ISBN # 978-0830832613.

## B. Attendance

1. 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, withdraw from the class, or be penalized otherwise at the discretion of the professor. This policy also applies to tardiness.

## C. Assignments/Assessments of Student Learning

**NOTE: ALL ASSIGNMENTS WILL BE SUBMITTED VIA BLACKBOARD ONLY.**

1. At the beginning of the 2nd class, students will submit in written form a 1 page Interpersonal Learning Covenant identifying at least 3 areas of personal growth and development to be pursued this semester within group. Students are to include the appropriate objectives and action steps needed to realize the learning outcomes set forth in the covenant (5% of final grade). (SLO 1 & 2)
2. Students will continue to develop process notes during the Fall Quarter. Beginning the 1st week of the quarter, and continuing every week thereafter, including any weeks in which the student is absent from group, students will submit 1-2 pages of process notes 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." (20% of Final Grade) SLO # 3,4  
**\*Process Notes handed in 1 or more weeks late will not be accepted.**  
Process notes are to be uploaded in Blackboard by the Friday following the session of the process note.
3. In **week 5**, students will submit a 2 page *reflection paper*, APA style, on their reading of the text: ***Desiring God's Will***.
  - a. Students are to address three topics within this text which identify possible areas for growth in their relationship with God.
  - b. Students are to identify how their current relationship with God, as it relates to these three topics, impacts their ability to counsel others and how their core identity and competencies will be strengthened through growth in these three areas (10% of final grade). (SLO 1, 5) **Due: Monday, September 28, 2020.**
4. In **week 8**, students will submit a 5 page paper, APA style, on their reading of the text: ***Difficult Conversations***.
  - a. Students are to discuss three text concepts they can use with their clients individually and in group settings (for the present and future sessions).
  - b. Discuss life experiences where:
    - i. the concepts worked,
    - ii. how they can help improve your communication and

- iii. how you can implement them in conflict resolution.
- c. (20% of final grade). (SLO 2) **Due: October 19, 2020.**
- 5. In **week 12**, students will submit a 5 page, APA style paper on three topics/concepts from the Yalom text, **Theory and Practice of Group Psychotherapy**.
  - a. Discuss the applicability of the concepts to your client population;
  - b. Discuss where and how you have encountered the concepts;
  - c. Discuss how you plan to implement them as you conduct group counseling sessions, both now and the future;
  - d. Include examples of the concept's use and misuse
  - e. (25% of final grade). (SLO 6) **Due: November 16, 2020.**
- 6. In **week 16**, students will submit a three page reflection paper, APA style, discussing their personal growth this quarter in relation to the three areas set forth in their interpersonal learning covenant, as well as reflect upon the growth of the group (20% of final grade). (SLO 1, 2 & 3) **Due: December 14, 2020.**

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

<b>Assignments</b>	<b>Learning Outcomes</b>	<b>Percent of Final Grade</b>
Individual Learning Covenant	1, 2	5%
Process Notes	3, 4	20%
Benner Reflection Paper	1, 5	10%
Heen, Patton, Stone Paper	2, 6	20%
Yalom Paper	6	25%
Personal & Group Growth Paper	1-3	20%

**V. Course Schedule**

<b>Week</b>	<b>Date(s)</b>	<b>Lecture/Topic</b>	<b>Assignments</b>
1	August 31	Course Introduction	
2	September 7 LABOR DAY	NO CLASS	
3	September 14	Group Cohesiveness (Chapter 3, Yalom)	Process Notes Learning Covenant Due
4	September 21	Therapeutic Factors (Chapter 4, Yalom)	Process Notes

5	September 28	<b>Discussion of <i>Desiring God's Will</i> text.</b>	<b>Reflection Paper due</b> , Process Notes
6	October 5	Working in the Here and Now (Chapter 4 of Benner)	Process Notes
7	October 12	Selection of Clients (Chapter 8, Yalom)	Process Notes
8	October 19	Discussion of <i>Difficult Conversations</i> text, Part 1.	<b>Paper Due, <i>Difficult Conversations</i></b> Process Notes
9	October 26	Discussion of <i>Difficult Conversations</i> text, Part 2.	Process Notes
10	November 2	Transference and Transparency (Chapter 7, Yalom)	Process Notes
11	November 9	Group Stages (Chapter 11, Yalom)	Process Notes
12	November 16	Problem Group Members (Chapter 13, Yalom)	<b>Yalom Paper due</b> , Process Notes
13	November 23	Personal Growth	Process Notes
14	November 30	The Advanced Group (Yalom, Chapter 12)	Process Notes
15	December 7	The Advanced Group (cont'd)	Process Notes
16	December 14	Course Conclusion	<b>Personal Growth Paper Due</b>

## VI. 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.

## VII. 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 for Writing, Speaking, And Digital Communication center 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 Disability Services at [419-289-5904](tel:419-289-5904), or send an email to [dservices@ashland.edu](mailto:dservices@ashland.edu). The Disability Services 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
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.
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### VIII. Selected Bibliography or References

Brown, Stephen. *Approaching God*. Nashville, TN: Thomas Nelson, 1997.

Crabb, Larry. *Connecting: A Radical New Vision*. Nashville, TN: Word Publishing 1997.

Curtis, B. & Eldredge, J. *The Sacred Romance: Drawing Closer to the Heart of God*. Nashville, TN: Thomas Nelson, 1997.

Egan, Gerard. *The Skilled Helper: A Problem Management and Opportunity Development Approach to Helping*. Belmont, CA: Wadsworth Publishing, 2001.

Fenelon, Francois. *The Seeking Heart*. Beaumont, TX: Seedsowers, 1992.

Harrington-Stephens, Nyreia. *A Season of Prayer*. LaVergne, T: Xulon, 2010.

Nouwen, Henri *The Wounded Healer*. New York: Doubleday, 1979.

Yalom, Irvin D. & M. Leszcz. *Theory and Practice of Group Psychotherapy*. 5<sup>th</sup> ed., New York: Basic Books, 2005.