COURSE DESCRIPTION
This course provides an experiential and didactic introduction to the group process, theory and techniques. The experiential component of the group process will include modeling facilitation, and debriefing of immediate experiences. Students are required to keep a weekly journal which will include, but not be limited to, their self-observations and personal reactions to the group experience. The didactic component of the course will include reading and written reactions. Throughout the course, applications of group process to the different forms of pastoral ministry will be considered.

COURSE OBJECTIVES
- To introduce the concepts, context and applications of group process, group development and group counseling.
- To facilitate a personal growth group experience in which students may increase self-awareness.
- To integrate content knowledge acquired through reading and class discussions with experiential knowledge acquired though personal experience as a group member.
- To demonstrate practical understandings of personal group leadership styles.
- To explore spirituality and religion as it relates to group counseling.
- To explore cultural and diversity in group counseling.
- To apply content and experiential knowledge in order to develop an independent group counseling/ group process project that is relative to students’ professional pastoral goals.

METHODS OF TEACHING
The class will be divided into two sections. The first section will be the didactic experience. Methods of teaching will include, lecture, videos, and large group discussions. In order to facilitate the group discussions, students are asked each week to submit a reflection question that comes to them as a result of completing the assigned weekly readings.

The second section will be the experiential experience. Students from the class will form a small group experience focused on personal growth and self-awareness. The group experience is a process group and not group therapy. At the end of each small group experience students will serve as process observers in debriefing the experience.
ASSIGNMENTS

**Weekly Group Process Journal/Reflection:** Each week students are required to complete a one page double spaced reflection of their observations, thoughts, feelings, etcetera in regard to the previous week’s group experience.

**Final Paper (10 double spaced pages):** Students are to develop an independent group counseling/group process project relative to students’ interests as well as to their professional pastoral goals. The final project should include references both inside and outside of the readings assigned. The paper should include information relative to theory, developmental stages, a detailed description of the type of group, etc. Sample topics include: Bereavement, Adolescents, Elderly, Anger, Domestic Violence, Men, Women, Addiction. Please be certain to cite your references appropriately.

**Mid-term Outline & Annotated Bibliography:** A detailed outline for the final paper will be due at Midterm. The outline should include:
1) rational for the paper,
2) topic headings, and
3) an annotated bibliography including 6 resources (in addition to the required texts).

**ACADEMIC INTEGRITY AND HONESTY**
Honesty and integrity are essential in academic work as well as in work as both pastoral counselors and caregivers. Plagiarism will be considered grounds for failing the course. Please check the GSRRE Student Handbook for information about plagiarism.

**GRADE REQUIREMENTS**
Participation 30%
Group Process Journal/Reflection 30%
Midterm Outline 10%
Final Paper 30%

*Please note that there will be no evaluation of the quality of a student’s participation as a group member in the experiential component of the class. Such evaluation would be counterproductive to the group process.*

**REQUIRED TEXTS**

RECOMMENDED TEXT

REQUIRED JOURNAL ARTICLES AND BOOK CHAPTERS


Critical Incident Readings as assigned on Blackboard

CLASS SCHEDULE

Class 1: Introduction & Overview
Sep 2

Class 2 Therapeutic Factors
Sept 16 READ: Yalom, Ch 1, 2/ Corey Chp 1/Critical Incident 1

Class 3 Ethics & Values
Sept 23 Read: Yalom: Ch 3, 4, Corey Chp 3/ Critical Incident 3

Class 4 Group Leader Basic Skills & Attributes
Sept 30 Read: Yalom Chp 5, 6, 7, Corey Chp 2/Critical Incident 5

Class 5 Developmental Stages- Forming & Initial
OCT 6 Read: Yalom, Ch. 8, 9; 1 Corey Chp 4, 5/ Critical Incident 7

Class 6 Developmental Stages – Transition
Oct 7 Read: Yalom Ch. 10; Corey Chp 6/ Critical Incident 14

***MIDTERM OUTLINE & ANNOTATED BIBLIOGRAPHY DUE

Class 7 Developmental Stages: Working
Oct 14 Read: Yalom Chp 11,12; Corey Chp 7/ Critical Incident 18
Class 8 Developmental Stages: Ending  
Oct 21 Read: Corey Chp 8; Blackboard Readings/ Critical Incident 20

Class 9 Special Topic: Problem Patients  
Oct 28 Read: Yalom Chp 13, 14/ Critical Incident 23

Class 10: Special Topic: Specialized Groups  
Nov 4 Read: Corey 9, 10, 11, 12 Yalom Chp 15, 16, 17/ Critical Incident 26

Class 11: Spirituality and Religion in Group  

Class 12: Spirituality and Religion in Group  
Nov 18 Ministry versus Clinical Groups: Lessons to Remember  
Readings on Blackboard

Class 13: FINAL PAPERS DUE by 1:30pm. Please submit by email.  
Dec 2
**STUDENT-GROUP COUNSELOR SELF EVALUATION**  
Created based on Skills of an Effective Group Counselor outlined in Corey, Corey, Corey text, (2008)

<table>
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<td>I have the ability to</td>
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<td>Create Trust</td>
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<td>Reflect</td>
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<td>Question</td>
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<td>Confront</td>
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<td>Use the present moment</td>
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**Attributes**

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<tbody>
<tr>
<td>I demonstrate/convey</td>
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<td>Access to the present moment</td>
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<td>Sincerity/Genuineness</td>
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<td>A willingness to model</td>
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<td>Courage</td>
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<td>Appropriate use of humor</td>
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