



the interpretation of other areas of life that may be of interest to the student. The classroom environment will be structured in a non-judgmental manner. An important aspect of experiential learning is to learn by doing, confront self-perceptions, not personalize others' emotions or issues, and accept each others' experiences as their reality, their beliefs, their stories, and their perspectives.

**REQUIRED TEXTS:** \*Note: Bring all textbooks to every class meeting

Corey, G. (2008). *Theory & Practice of Group Counseling (9<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole.

Corey, G. (2008). *Student Manual for Theory & Practice of Group Counseling (9<sup>th</sup> ed.)*. Belmont, CA: Brooks/Cole.

**SUGGESTED SUPPLEMENTAL READING:**

Yalom, I. (2002). *The Gift of Therapy*. New York: HarperCollins.

American Psychiatric Association. (1994). *Diagnostic and Statistical Manual of Mental Disorders (5<sup>th</sup> ed.)*. Washington, DC: Author.

### **MARIANIST EDUCATIONAL VALUES**

Chaminade University is a Catholic, Marianist University.

Marianist Educational Values:

The five characteristics of a Marianist Education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provides a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects

- every individual within it.
3. Educate in Family Spirit  
Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.
  4. Educate for Service, Justice, and Peace  
The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.
  5. Educate for Adaptation to Change  
In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist University faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from Characteristics of Marianist Universities: A  
Resource Paper, Published in 1999 by Chaminade  
University of Honolulu, St. Mary’s University and University  
of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

### **STUDENT LEARNING OUTCOMES:**

Students will demonstrate an understanding of:

1. Group processes and group counseling within the context of School Counseling, Community Counseling, or Marriage and Family Counseling.
2. Cultural and diversity issues and how they apply to an understanding and application of the group process.
3. The scientific method and research and how they apply to the group process.
4. Ethics and how it applies to professional practice in the group process.
5. Consultation theories relative to interacting with referring and adjunct professionals, agencies, judicial system and academic institutions.
6. Evolution of a group through its various stages.
7. Basic counseling theories applied within a group context.

8. Assessing effectiveness of a group counseling process.

*Students will also demonstrate an understanding of the following skills and competencies within a group context:*

1. Active listening
2. Restating
3. Summarization at the end of a group session
4. Provide feedback to group participants
5. Acceptance of feedback from group members
6. Appropriate social skills demonstrated
7. Ability to open group sessions
8. Ability to open ongoing group sessions
9. Facilitates overall group progress
10. Ability to close group sessions

### **MSCP Policies:**

**Attendance**- Students are expected to attend classes regularly and to be on time for class. ***Since our courses are offered on accelerated semesters, a student who misses more than one (1) class has missed a substantial portion of the material presented. In this case, the student will automatically receive a “C” for the course, requiring the student to retake the course in its entirety the next time it is offered*** (Graduate programs policy).

Please note: This policy does not mean that students may miss 1 class without repercussion (see Student Assessment #9, *Instructor Evaluation*). Rather, it means that any student missing more than 1 class will automatically fail the course. If the student does not attend the last group session (termination of group), the final grade awarded will be a “C”.

### **Assignments-**

- **No make-up work for a missed class will be allowed. No exceptions.**
- **No late papers will be accepted. If a paper is turned in late, it is given no credit. No exceptions.**
- **No extra credit or special arrangements for only one student is permitted.**
- **All work needs to be completed within the time frame of the class. Nothing will be accepted after the last class of the term.**

## **STUDENT ASSESSMENT**

Student performance, relative to the student learning outcomes stated above, will be assessed. You will be asked at specific points throughout the course to demonstrate proficiency through assigned reading material, journals, quizzes, class presentation, group participation and leadership, independent research, a final quiz and/or optional quiz, and a group counseling skills proficiency rubric.

1. **JOURNAL (8)** (SLO 1, 5, 6, 8): After each group session, each student will independently record their experience as a group member and write a 1 to 2 page paper, approximately 300 - 350 words in length. Each journal should be a critical, and sometimes difficult, self reflection and attempt to answer the following questions:

- Describe your observations and perceptions of the group, the process and the content discussed. What did you think about what happened, or did not happen? How did you feel about the group session? Anything you would do differently?
- Did the group make any progress? Did you learn anything? What is your assessment of the group's evolution? Are you being challenged by the group's interaction and your participation?
- If you were co-leading the next group, what would you plan for the session? How would you implement your plan? What specifically would you want to address?

Each journal has a value of 3% or 3 points, or 8 journals @ 3 points each = 24% or 24 points total. Students must be present in class and participate in group to receive credit. No late journals will be accepted. Format should follow all written assignments.

**2. QUIZZES (4)** (SLO 1, 5, 6, 7): After reading the assigned material, a quiz on the selected topic(s) will be administered at the beginning of each class. Each quiz carries a value of 6% or 6 points, or a total of 4 quizzes @ 6 points each = 24% or 24 points total. The format will be short-answer essay. If a student arrives to class after the quiz has been administered, s/he will not be allowed to take the quiz. No quizzes can be made up or re-taken.

**3. CLASS PRESENTATION (1)** (SLO 1-8): Each student will have an opportunity to present (15 minutes) a chosen group counseling theory in class. An essential feature of this assignment is the engagement of classmates in a Socratic discussion on the chosen theory. The student may model, role play, or use multi-media (Power Point) to present the material. Be creative. A presentation outline will be provided by the instructor. The assessment rubric will include:

- Organization (clarity and flow). Must be organized logically and coherently with proper transitions between sections
- Effective method and delivery: use of visual aids, handouts, other media, or class participation. Windows PowerPoint preferred. Copies available to classmates and instructor.
- Knowledge and demonstration of theory (i.e., 0-1 point: conveys topic but lacks sufficient detail; 3-4 points: conveys topic with sufficient detail; 5 points: strong introduction of topic with sufficient detail, specific thesis statement)
- Ability to facilitate group discussion
- Application of theory in facilitating group process
- APA format with peer reviewed citations (minimum 2 outside resources)
- Effective time management: Allow for a 5 minute question/answer period.

The presentation has a value of 10% or 10 points total.

**4. GROUP FACILITATOR/CO-FACILITATOR (2)** (SLO 1-10): Each student will have an opportunity to serve as lead facilitator and co-facilitator for two (2) consecutive class meetings on a topic assigned by the instructor. The student may facilitate the group based on their chosen group counseling theory presentation or any other assigned theory. Each student will receive anonymous

and immediate feedback from group members (instructor provided). The group facilitator/co-facilitator will include the critique in journal entries, demonstrate incorporation the following week, and include in the final process paper. All peer evaluations are to be attached to final process paper.

**GROUP PROCESS PROFICIENCY RECORD (SLO 1-10):**

Each student will be evaluated on their ability to meet the basic counseling proficiencies (see above) using a modified Likert rating scale. This evaluation will be based on their progress at mid-term and competency demonstrated in and out of class over the duration of the academic term. This evaluation has a total value of 16% or 16 points (MSCP minimum requirement for this course).

**5. PROCESS PAPER (1) (SLO 1-10):** The process paper provides critical insight and self-reflection of your personal and group process learning over the course of the semester. The product should be comprehensive and culminate on what the student learned (content) and how the student learned (process). Focus on conceptualizing any themes of the group experience. Please keep in mind all members experience the group differently. Any reference to group participants should be anonymous, do not mention or cite members by name or gender. As a guide in developing the assignment, process the following areas:

- What did you learn about yourself through this process?
- Focus on the qualities about yourself that might either enhance or detract from your effectiveness as a group leader.
- What did you learn about being a group member? About group leadership? About how groups function or malfunction? About the stages? About techniques?
- Comment on the level of cohesion in the group. What was your contribution, if any? If not, explain.
- What did you learn about techniques and skills?
- What did you notice contributed to a working and productive group?
- How is trust generated within a group?
- When do groups get stuck, and how do they get unstuck?
- How is resistance, anxiety best dealt with in groups?
- How is conflict therapeutically dealt with in groups?
- What have you learned about groups from this experience that might assist you as a future group leader?

Assessment rubric will also include:

- Typed, 12 point font, double spaced, APA format with peer reviewed citations (minimum 2 outside resources). Maximum 5-6 pages.
- Process the experience of all group counseling sessions
- Write-up reflects strengths, areas of improvement, goals & specific objectives for remediation.
- Integration of peer/instructor feedback.
- Use of citations and references to pertinent literature, APA format, to support your position(s) and demonstrate scientific inquiry.
- Grammar, syntax, punctuation, spelling, sentence structure.

Total value = 11% or 11 points.

6. **FINAL QUIZ** (SLO 1-10): A comprehensive quiz will be administered on the final class session. The quiz will cover all material reviewed during the course of the academic term and may include student presentations, instructor mini-lectures and/or assigned reading material. The student must be present at the last class meeting in order to be eligible to take the final quiz. No late or make-up quiz will be offered. This quiz carries a total value of 10% or 10 points.

7. **FINAL QUIZ OPTION** (SLO 1-10):

Students may choose to opt out of the final quiz through participation in a group counseling or group therapy community sponsored program. Examples may include, but are not limited to: smoking cessation; weight loss; divorce support group; bereavement support group; parent education; AA or NA meetings; parents without partners; or other psychoeducational groups with instructor approval. The community group facilitator must be a licensed clinical psychologist, psychiatrist, mental health counselor, or social worker. Students choosing this option must participate in at least three (3) group sessions, or the equivalent of 3 hours outside of class. Students who choose this option must declare their intention to the instructor by the second class meeting. After the 2<sup>nd</sup> class session, this option will be closed to all students. Further instructions will be available upon request. This option has a total value of 15% or 15 points.

8. **INSTRUCTOR EVALUATION** (SLO 1-10):

The three "As" carry a total value of 5% or 5 points:

a) Attendance: As the master's evening program functions on a 10-week accelerated term, any student who misses more than 1 class will have to re-take the course (MSCP policy). Accordingly-

- 10% or 10 points will be deducted for every absence
- 5% or 5 points will be deducted for every late arrival or early departure to and from class

b) Assignments: All students need to demonstrate an understanding of the material vis-a-vie class discussion, theory presentations, process papers, independent research and/or quizzes.

c) Attitude: Areas to be assessed include cooperation with your group members and Instructor, initiative during non-instructional periods, professional integrity, and receptiveness to the learning environment.

*Being fully present* is the core method of evaluation in this area.

Final course grades will be assigned on the following scale:

A = 90%+

B = 80%+

### **SCIENTIFIC METHOD DEFINITIONS**

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart

from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

**SCIENCE** is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and these help professionals to make predictions of future events.

#### Research Design And Counseling

Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

#### Research Method In Social Relations

Kidder

**THEORIES** are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory. Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand of explain behavior.

#### Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

*\*Note: As a courtesy to all group members and responsible community citizenship, all cell phones/pagers are to be disengaged during instructional time*

## SCHEDULE

Class Meeting	FOCUS	ASSIGNMENTS C = Corey SM = Student Manual
1  _____	Welcome, introductions, course syllabus review MSCP/course/Instructor expectations Overview of course objectives, students select theory for class presentation	C – Read Chs. 1-3 SM – Read Chs. 1-3
2  _____	Group leadership characteristics & skills, problems, ethics  Review group process proficiencies 1 <sup>st</sup> group session	C – Chs. 4 & 5 SM – Chs. 4 & 5
3  Quiz #1 Journal #1  _____	Early Stages of Development, later stages  Student Presentation 2 <sup>nd</sup> group session Process recording	C – Chs. 6, 7 SM – Chs. 6, 7
4  Journal #2  _____	Psychoanalytic, Adlerian  Review group process proficiencies Student Presentation 3 <sup>rd</sup> group session Process recording	C – Chs. 9, 10 SM – Chs. 9, 10
5  Quiz #2 Journal #3  _____	Existential, Person Centered  Review group process proficiencies Student Presentation 4 <sup>th</sup> group session Process recording	C – Chs. 11, 12 SM – Chs. 11, 12

<b>6</b>  <b>Journal #4</b>  _____	Gesalt, Transactional Analysis	C – Chs. 13, 14 SM – Chs. 13, 14
	Review group process proficiencies Student Presentation 5th group session Process recording	
<b>7</b>  <b>Quiz #3</b> <b>Journal #5</b>  _____	Behavioral, Rational Emotive	C – Chs. 13, 14 SM – Chs. 13, 14
	Review group process proficiencies Student Presentation 6th group session Process recording	
<b>8</b>  <b>Journal #6</b>  _____	Reality, Solution-Focus	C- Chs. 15, 16 SM – Chs. 15, 16
	Review group process proficiencies Student Presentation 7th group session Process recording	
<b>9</b>  <b>Quiz #4</b> <b>Journal #7</b>  <b>Process Paper Due</b>  _____	Compare/contrast, group process, group dynamics	C – Chs. 17, 18 SM – Chs. 17, 18
	Review group process proficiencies Student Presentation 8th group session Process recording	
<b>10</b>  <b>Journal #8</b> <b>FINAL QUIZ</b> <b>FINAL QUIZ</b> <b>OPTION</b>  _____	Termination of group Commitment for continued growth Pot luck	

*\*Note: The instructor reserves the right to modify this schedule to more effectively meet student learning outcomes.*

## **STUDENTS WITH DISABILITIES**

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class should call Dr. June Yasuhara in the Counseling Center at **739-4845** (office next to security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

## GROUP COUNSELING THEORY PRESENTATION HANDOUT

Name of Counseling Theory:

Person or Person's/Institutes Associated with the Theory:

What is the view of a person according to this theory? Or: How is the nature of the person described?

List the Key Concepts. Briefly define each concept in a way that could serve as a reminder to you as a counselor.

How is this theory used in groups – to what purpose?

What is considered healthy or functional behavior according to this theory?

How does one develop functional behavior? Or what are curative factors in counseling?

What is dysfunctional behavior according to this theory?

What is the cause of dysfunctional behavior?

What is the goal or purpose of the therapy? What exactly is the counseling approach trying to change, heal or develop? How would you know when counseling is complete?

What is the main method or approach for treating dysfunctional behavior and/ or developing functional behavior?

What are the specific procedures or modalities used? Please list the procedures and write a sentence to help you remember what the modality refers to. (e.g., The Miracle Question – then write out the actual question)

What practices are the clients asked to do to help themselves? This includes Self-help exercises and homework exercises.

Does the theory talk about a process of change or stages of counseling or development? If so, what are the stages and what is the main focus of each stage? You can either describe the focus or quote a technique for the stage that you would want to remember.

What is the therapist's or group leader's main role in counseling? You may want to look at Ch. 17 in the Textbook for information relevant to some of these questions.

Are there particular settings that this approach has worked well in?

What populations is this therapy a good fit for?

Any types of people or diagnostic populations that this approach would *not* work well with?

Is there research supporting the efficacy of this approach?

Any research finding or evaluation that you would want to remember as a counselor?

Any areas of life this approach is particularly effective for?

Would you use this approach? Why or why not?