

Chaminade University
Masters of Science in Counseling Psychology
PSY 611 Group Processes Syllabus
Summer 2015

Instructor: Elizabeth Foster Heckman, PhD
Phone: 808.384.2923(c)
Room: Henry Hall, 102(W) or 227(Th)
Time: Wednesdays or Thursdays 5:30 - 9:30 pm
Office Hours: By appointment
Email: elizabeth.fosterheckman@adjunct.chaminade.edu

Texts

Required: Theory and Practice of Group Counseling, 2016, 9th Ed., Gerald Corey
Student Manual: Theory and Practice of Group Counseling, 2016, 9th Ed., Gerald Corey

Highly Recommended: The Theory and Practice of Group Psychotherapy, 5th Ed., Irv Yalom and
Molyn Leszcz

Catalog Course Description

This course explores the theoretical nature of groups and the application of group theory to the group counseling process. In examining and applying theories of group counseling, the student counselor gains self-understanding of peer behavior, group dynamics, and the group building process as a function of participation in the group process. *Prerequisite: PSY 603*

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program core student learning outcome of Group Work. In addition, this course also addresses the MSCP core program student learning outcomes of: 1) Professional Issues and Ethics; 2) Research and Evaluation; and 3) Social and Cultural Foundations.

Course Description

Specific focus of the experiential exercise into processing of group dynamics, as a participant and co-facilitator, will be on ethics, cultural competence, exploring life's choices, meaning, values, beliefs, and the interpretation of different areas of life (of interest to the learner).

Learning theoretical content and practical skills will provide the foundation for improving self-awareness and development of the most important component of group process, which is the self. Group process will be practiced in a non-judgmental approach. This is a learning experience one which includes not personalizing others emotions or issues and accepting others experiences as their reality; learning from others perceptions and perspectives.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

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/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 are required to actively participate in videotaping, role-playing, and a group setting. Based on these activities, the instructor will provide each student constructive feedback. Utilizing a group setting students will also be able to demonstrate an understanding of the following skills and competencies within a group context:

1. Active listening
2. Restating
3. Goal setting
4. Summarization at the end of a group session
5. Provide feedback to group participants
6. Ability to constructively receive feedback from group members
7. Appropriate interaction/social skills with group members
8. Ability to open group sessions
9. Ability to open ongoing group sessions
10. Ability to lead and facilitate the group process
11. Ability to close group sessions

ATTENDANCE

Since Chaminade classes are offered on accelerated semesters, the following policy applies:

1. University policy requires students to attend all class meetings of the course for which they are registered.
2. If an emergency prevents the student from attending the instructor needs to be informed, preferably beforehand.
3. ***Only one absence is allowed. No exceptions. If you miss more than one class, you will be given 'C' and you must retake the class the next time it is offered*** (Graduate programs policy). **In addition, instructors have the option to penalize for tardiness or leaving early. Each 4-hour class is worth four attendance points, one point per hour: if you arrive late or leave early, you will lose the point for the hour (or portion thereof) missed.** Therefore, if you know you will arrive late or need to leave early, be sure to inform the instructor so you receive correct attendance points instead of a 4-point absence.
4. If a student does not pass the SKILLS and COMPETENCIES for Group Process 611, the Student will **NOT** pass the class regardless of other points accrued.

MSCP POLICY FOR 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 extra credit or special arrangements for only one student. No exceptions.
- All work needs to be completed within the timeframe of the class. Nothing will be accepted after the last class of the term.

It is the Chaminade University of Honolulu policy as well as the MSCP Program that students only use their CUH email when sending emails or attachments. Therefore, I am unable to open, forward, respond to, or print anything that is sent to my email address from any email address other than the students' CUH email address.

COURSE REQUIREMENTS

Assessment

Description of Grading Requirements:

1. Attendance = 40 points

This is an accelerated class and every absence results in a major loss of valuable information and the ability to participate in class activities; there are no excused absences. Each 4-hour class is worth four attendance points, one point per hour: if you arrive late or leave early, you will lose the point for the hour (or portion thereof) missed. If you arrive late or need to leave early, be sure to inform the instructor so you receive correct attendance points instead of a 4-point absence. There will be a ten-minute grace period at the beginning of class. However, please make every effort to arrive on time out of respect to your peers. Carefully review and adhere to the attendance information provided on page 2.

2. Participation = 30 points

Note that observing rather than participating in the dynamic of the group is strongly discouraged. Sharing your perspective with group members is the essence of creating a group dynamic. Participation will include satisfactory completion of the Group Process Skills Proficiency Record.

3. Chapter Presentations = 20 points

The Chapter Topic Presentations provide participants the opportunity to demonstrate their skill at gathering and presenting topic materials in a scholarly manner, as well as developing and refining communication and presentation skills towards professional levels. Each chapter will be presented in a detailed, one hour long student presentation on a topic of interest or expertise related to the chapter. PowerPoint may be included but not overused; your ability to communicate effectively will be part of your evaluation. The presentation will be followed by a class discussion facilitated by the student-presenter(s). To receive full credit, create and distribute useful handout summarizing the essential points of your presentation.

4. Group Therapy Technique and Demonstration = 20 points

Choose one group process/technique to share with the class members as participants. You will act as a group facilitator and guide the group in the particular theoretical experience. Allow 30-45 minute group demonstration as well as a brief introduction of the process to orient your peers (~10 minutes). **A paper of 1-2 pages describing the theoretical background and giving an overview of the process/technique is due the day of your demonstration.**

5. Weekly Reflection Papers = 20 points

A 1-2 page paper addressing insights, learning, and reflections on the content of the chapters and participatory experiences will be due each week. In addition to the chapter content, these essays will focus specifically on your experiences in the group, what you felt, what you thought, and what you did concerning participation and interacting as a group member or as a co-facilitator.

A comprehensive 2-3 page Semester Summary Reflective Paper will be due on week 10. The Semester Summary Reflective Paper will deal with your personal learning and group process learning. Write a comprehensive and clear report on what and how you learned. Focus on conceptualizing the themes of the group experience.

Do not mention others from the group by name on your papers. Points will be subtracted from your papers (WRP and Semester Summary Reflective Papers) for using names (2 points per name for the 1st three papers and 5 points for the rest of the term).

6. Weekly quizzes = 30 points

At the beginning of each class a Quiz will given, graded, and discussed. (There are no make-up quizzes.)

7. Final Exam = 40 points

A Final Exam will be given to assess understanding and retention of the course content.

Grading

Attendance.....	40
Participation.....	30
Chapter Topic Presentations.....	20
Group Therapy Technique & Demonstration.....	20
Weekly Reflection Papers.....	20
Weekly quizzes.....	30
Final Exam.....	40
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	200 Total

A = 180-200

B = 158-179

C = Repeat course in its entirety

TENTATIVE COURSE SCHEDULE			
WEEK	In Class Activities	Homework	Due
1	<ul style="list-style-type: none"> • Introductions, review syllabus • Chapters 1 & 2 Discussion • Select Chapter Topic Presentations/Group Facilitators • Quiz (Chs 1-2) 	READ: Chs 1-4 WRITE: 1-2 page reflection paper on <u>chapters 1 & 2 only</u>	n/a
2	<ul style="list-style-type: none"> • Quiz (Chs 3-4) • Student Chapter Presentations • Chapters 3 & 4 Discussion • Experiential group work 	READ: Chs 5 & 6 WRITE: 1-2 page reflection paper on chapters 3 & 4	Chapters 1 & 2 Weekly Reflection Paper (WRP)
3	<ul style="list-style-type: none"> • Quiz (Chs 5-6) • Student Chapter Presentations • Chapters 5 & 6 Discussion • Experiential group work 	READ: Chs 7 & 8 WRITE: 1-2 page reflection paper on chapters 5 & 6	Chapters 3 & 4 WRP
4	<ul style="list-style-type: none"> • Quiz (Chs 7-8) • Student Chapter Presentations • Chapters 7 & 8 Lectures • Videotape group work 	READ: Chs 9 & 10 WRITE: 1-2 page reflection paper on chapters 7 & 8	Chapters 5 & 6 WRP
5	<ul style="list-style-type: none"> • Quiz (Chs 9-10) • Student Chapter Presentations • Chapters 9 & 10 Discussion • Review video of group work/1:1 	READ: Chs 11 & 12 WRITE: 1-2 page reflection paper on chapters 9 & 10	Chapters 7 & 8 WRP
6	<ul style="list-style-type: none"> • Quiz (Chs 11-12) • Student Chapter Presentations • Chapters 11 & 12 Discussion • Experiential group work 	READ: Chs 13 & 14 WRITE: 1-2 page reflection paper on chapters 11 & 12	Chapters 9 & 10 WRP
7	<ul style="list-style-type: none"> • Quiz (Chs 13-14) • Student Chapter Presentations • Chapters 13 & 14 Discussion • Experiential group work 	READ: Chs 15 & 16 WRITE: 1-2 page reflection paper on chapters 13 & 14	Chapters 11 & 12 WRP
8	<ul style="list-style-type: none"> • Quiz (Chs 15-16) • Student Chapter Presentations • Chapters 15 & 16 Discussion • Experiential group work 	READ: Chs 17 & 18 WRITE: 1-2 page reflection paper on chapters 15 & 16	Chapters 13 & 14 WRP
9	<ul style="list-style-type: none"> • Quiz/Final Exam Prep • Student Chapter Presentations • Chapters 17 & 18 Discussion • Experiential group work 	REVIEW: <u>All chapters</u> for Semester Summary Reflective Paper (SSRP) WRITE: 2-3 SSRP STUDY: For final!	Chapters 15 & 16 WRP
10	<ul style="list-style-type: none"> • Final exam • Final group 	YOU DID IT! ☺	Semester Summary Reflective Paper (Be sure to touch on chapters 17 & 18)

SCHEDULE OF READINGS	
COREY: Theory and Practice of Group Counseling, 9th Ed. Textbook <u>and</u> corresponding chapters in Student Manual	
WEEK 1	1. Introduction to Group Work. 2. Group Leadership. 3. Ethical and Professional Issues in Group Practice. 4. Early Stages in the Development of a Group.
WEEK 2	5. Later Stages in the Development of a Group. 6. The Psychoanalytic Approach to Groups.
WEEK 3	7. Adlerian Group Counseling. 8. Psychodrama.
WEEK 4	9. The Existential Approach to Groups. 10. The Person-Centered Approach to Groups.
WEEK 5	11. Gestalt Therapy in Groups. 12. Transactional Analysis in Groups.
WEEK 6	13. Cognitive Behavioral Approaches to Groups. 14. Rational Emotive Behavior Therapy in Groups.
WEEK 7	15. Reality Therapy in Groups. 16. Solution-Focused Brief Therapy in Groups.
WEEK 8	17. Comparisons, Contrasts, and Integration. 18. The Evolution of a Group: An Integrative Perspective.
WEEK 9	Review for final.

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 must contact Dr. June Yasuhara and her phone number is 808-735-4845 at the Counseling Center (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.

Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for academic dishonesty will be determined by the instructor and the Dean of the Academic Division and may range from an 'F' grade for the work in question to an 'F' for the course to suspension or dismissal from the University.

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 this helps 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 or 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>

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. 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 provide 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