

PSYCHOLOGY 611
GROUP PROCESS
Winter 2017

Instructor: Katrina Moss, Psy D

Room: Henry 227

Time: Tuesday 5:30 - 9:30 pm

Office Hours: By appointment

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Second Benchmark Course - PSY 611 is the second benchmark class where the MSCP faculty continues to observe the actual interpersonal skills and competencies of the students. The Group Skills Proficiency Record is used. The minimum score to pass the course is 16 points. Below 16, the student is assigned a "C" for the course and must retake the course.

Text: Theory and Practice of Group Counseling; 2012, 9th Ed.; Gerald Corey

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 will also 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

CLASS MEETINGS AND 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.
3. **GRADUATE TERMS ARE ACCELERATED, NO MORE THAN ONE CLASS ABSENCE CAN BE ALLOWED.**
4. **MISSING 2 CLASSES WILL AUTOMATICALLY RESULT IN A "C" AND THE STUDENT WILL BE REQUIRED TO RETAKE THE COURSE IN ITS ENTIRETY.**
5. The policy on tardiness is as follows: From 1 minute to 10 minutes **once** or **twice** will not be viewed as an absence. Being 10 minutes late to a 3rd class will impact your grade, as you will not be allowed to take a quiz counted as 20 points. Be advised that extreme tardiness, specifically more than 15 minutes late on 3 or more occasions, will be viewed as an absence by this instructor. If you are 45 minutes or more late to one class THIS IS VIEWED

AS AN ABSENCE BY THIS INSTRUCTOR and your grade will be lowered 1 letter grade.

- 6. Due to the dynamic interaction of 611's Group class Missing one class WILL result in the student's grade being *lowered one letter grade*.**
- 7. If a student does not pass the SKILLS and COMPETENCIES for Group Process 611. The Student will NOT pass the 611 Class regardless of other scores earned for Group Process 611.**
- 8. Conduct of Electronic Media in 611 Group class will be as follows:**

*****As graduate students you are held to a standard of conduct which begins in the classroom. Electronic media needs to be used appropriately in the context of the classroom. Graduate level students have been removed from site placements because of repeated reminders about the inappropriate use of electronic media.*

Computers are used for class notes or textbook access online. Use of social media (e.g. facebook, twitter etc.) will result in the student being asked to leave the class and this will count as one absence. Use of the computer for completing work for another class will result in the student being asked to leave class and count as one absence.

Students may use the cell phone in class for recording the class lecture; otherwise cell phones will be turned off in class. If you are monitoring a situation at your work or home you may step out of the classroom to attend to these matters. (Please let your instructor know you are monitoring a specific situation) Students will not be allowed to use their cell phones in the classroom and if the student chooses to use cell phones and monitor social media in class the student will be asked to leave the class and this will count as one absence.

If a student is asked to leave twice for the misuse of electronic media in class the student will receive a C for the course and be required to repeat the course. I will enforce this policy.

COURSE REQUIREMENTS:

Assessment:

Student performance will be assessed at mid-term (week 5) and every week during the course through quizzes, response papers, presentations, exams and process papers.

- 1. Response papers will be turned in for each class reflecting your experience of the group process; this paper is due via email prior to the next class or no credit will be given. Each paper will be **2-3 pages**, typed and double spaced, size 12 font. There will be **8 papers worth 20** points each and **one final process paper worth 75 points**. These essays will focus specifically on your experience 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. **Absolutely NO late papers will be accepted since everything can be submitted via email. Do not mention others from the group by name on your papers.** Points will be subtracted from your paper for using names of classmates (2 points per name for the 1st three papers and 5 points for the rest of the term).**
- 2. Process paper **8-10 pages** worth **75 points** will be due at the beginning of the**

last class. This process paper will deal with both your personal learning and group process learning. Write a comprehensive and clear report on what you learned and how you learned. Focus on conceptualizing themes of the group experience. **Do not mention others from the group by name on your papers.** Points will be subtracted from your paper for using names (5 points per name of group member).

3. At the beginning of each class a quiz will given worth 20 points there will be 8 quizzes. (**There are no make-up quizzes**)
4. Group Therapy **Presentation worth 75 points.** Learners are to choose one group process/technique with the class members as participants. Allow **30-45 minute group demonstration, power point presentation 10 minutes.** A paper of **1-2 pages** describing the theoretical background, and giving an overview of the process/technique will be turned in.
5. Note that ***observing rather than participating in the dynamic of group is discouraged*** because sharing your perspective with group members is the creation of this groups dynamic.

Grading:

• 8 quizzes @20pts	160
• 8 reflective essays @20pts	160
• 1 Presentation	75
• Facilitator/skills competencies	150
• 1 Overall Process paper	75
• Final	<u>100</u>
• Total Points	720

A=720-680

B=679-629

C repeats the course

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.

Sexual Misconduct Title IX

Chaminade University of Honolulu (CUH) recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center| [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

TENTATIVE COURSE SCHEDULE

CLASS	TOPICS	
1st week	Introductions/goals Class syllabus/overview	Ch1,2
2 nd week	Leadership/Ethics Paper due/ Quiz Chapter Presentation Discussion/Group	Ch3
3 rd week	Early Stages of Development Quiz/ paper due Later stages of Group Chapter Presentation/Discussion Group	Ch 4,5

4 th week	Psychoanalytic/Adlerian Chapter presentation Paper due/Quiz Discussion/Group	Ch 6,7
5 th week	Psychodrama/Existential Paper due/Quiz Chapter Presentation Discussion/Group	Ch 8,9
6 th week	Person-Centered/Gestalt Paper due/quiz Chapter Presentation Discussion/group	Ch 10,11
7 th week	Cog/Behavioral Approaches Paper due/ Quiz Chapter Presentation Discussion/Group	Ch 12,13
8 th week	REBT/Reality Therapy Paper due/ Quiz Chapter Presentation Discussion/Group	Ch 14,15

9th week

Ch 16,17

Comparative Overview and
Limitations in Multicultural
Counseling

10th week Ch 18

An Integrative
Perspective

**Accumulative
Reflection
Paper Due by
Midnight**

Final Exam and
Final Group

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