CHAMINADE UNIVERSITY OF HONOLULU
PSY 611 Group Processes
2017 Winter Masters

Instructor:	Chiyo Churchill, MFT	**Room:**	Henry Hall 225
Phone:	808.388.0017 (cell)	**Time:**	Monday 5:30-9:20 pm
Email:	chiyo.churchill@adjunct.chaminade.edu	**Office Hours:**	By appointment

Required Text:
Theory and Practice of Group Counseling; Gerald Corey, Cengage Learning, 2016, 9th Ed.

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.*

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
This course will present the theoretical aspects for group counseling and the application of theory to group process through experiential practice. Students will be given the opportunity to experience being a group member working on self-selected personal growth goals, and being a co-leader. In this process the student will also explore the development of self-understanding, self-awareness, and interpersonal awareness as a function of participating in the group process.

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, Mental Health Counseling, and 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.

You are required to actively participate in videotaping and/or role-playing in 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

Assessment
Student performance will be assessed throughout the course through participation, reflection papers, presentations, group practice, process paper, and an exam.

1. **Reflection papers** will be turned in for each class. You will be reflecting on your experience in the previous week's group session. This paper is due at the beginning of the next class. The paper is to be 1-2 pages long, typed and double spaced, size 12 font. These papers will focus on your experience in the group, what you thought, what you felt, and what you did to participate and interact as a group member or as co-leader. (2 points each = 16 points total)
2. **Engage in the experience of putting a group together.** Decide what type of group you would want to lead, identify group members, go through the assessment process. You will not be conducting a group. This is an exercise in constructing a group but NOT conducting a group. The people you talk to will understand that this is a project and that they will not be actually participating in a group. We will discuss this further in class. (10 Points)
3. Students will select **two chapters to present** in class for discussion. Each presentation will include a demonstration of a group exercise or technique from the theory covered by that chapter. (10 points each = 20 total. Please note that for each chapter, 5 points will be given for organization and clarity of the presentation and 5 points will be given for the activity presented.)

4. Students are required to actively **participate as members of the groups** that their peers are co-leading. (24 points)

5. Students are required to **co-lead and facilitate a group** of their choice. (20 points)

7. A **final exam** will be given on the last night of class. (20points)

Grading

8 reflection papers @ 2 pts.	16
Group Exercise	10
Two Chapter Presentations @ 10 points each	20
Group member participation	24
Facilitator skills and competencies	20
Final Exam	10
Total Points	**100**

90-100 = A
80-89 = B
Below 80 = C You must repeat the course

Group Process Skills Proficiency
In addition, regardless of the regular grade points, students MUST achieve a passing score on the Group Process Skills Proficiency Record in order to pass the course. Sixteen points out of a possible thirty points is a minimum passing score.

Academic Honesty
Violations of academic honesty principles are extremely serious and won't be tolerated. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an F grade to expulsion 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.

<u>Research Design And Counseling</u>
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 besure that any given theory provides the best explanation for a set of observations.

<u>Research Method In Social Relations</u>
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.

<u>Methods In Behavioral Research</u>; 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

<u>**Attendance**</u>
If you miss more than one class, you will be given a "C" and you must retake the class. (Graduate programs policy) In addition, instructors have the option to penalize for tardiness or leaving early.

<u>**Students with Disabilities**</u>
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, 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.

<u>**Marianist Educational Values**</u>
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 remindspeople 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.

TITLE IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a **confidential** source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone | 808.735.4845 |

Tentative Course Schedule

Week	Date	Assignments & Activities
1	1/9/17	Introductions; Overview of Course; Syllabus Review Group Chapter 1and 2 discussion
2	1/16/17	Reflection paper due; Presentations; Student co-facilitation of Group session Chapter discussion

3	1/23/17	Reflection paper due; Presentations; Student co-facilitation of Group Chapter discussion
4	1/30//17	Reflection paper due; Presentations; Student co-facilitation of Group Chapter discussion
5	2/6/17	Reflection paper due; Presentations; Student co-facilitation of Group Chapter discussion
6	2/13/17	Reflection paper due; Presentations; Student co-facilitation of Group Chapter discussion
7	2/20/17	Reflection paper due; Presentations; Student co-facilitation of Group Chapter discussion
8	2/27/17	Reflection paper due; Presentations; Student co-facilitation of Group Chapter discussion
9	3/6/17	Reflection paper due; Presentations; Report on group exercise Student co-facilitation of Group
10	3/13/17	Final Exam; Student co-facilitation of Group Termination of Class as a Group