

Chaminade University of Honolulu  
PSY 611-01-3 Group Process  
Winter 2018

Instructor: Desrae Kahale MHC  
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Time: 5:30 pm – 9:20 pm  
Day: Tues. Room: HH 202

Required Text: Group Counseling Strategies and Skills; 2016, 8<sup>th</sup> Ed., Jacobs, Ed. E., et. al.

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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.*

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 other's emotions or issues and accepting others experiences as their reality; learning from other's 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

### STUDENT COURSE REQUIREMENTS/ASSESSMENTS

Student performance, relative to the student learning outcomes stated above, will be assessed. You will be expected throughout the course to demonstrate proficiency through assigned reading material, journals, quizzes, class presentation, group participation and leadership, independent research, a final exam and a group counseling skills proficiency rubric.

**Group Activity = 120 pts:** Each student will practice the “Shared Leading Model”. The shared leading model is one where the co-leaders share the leadership; with neither designated as the leader during the specific time-period. This group facilitation is where leaders flow with each other and lead jointly. Plan approximately 50 minutes for this activity. You will be required to organize and lead the class in 2 group activities/sessions using the format provided by your instructor. **All class members who are not in the “shared leading model” position must actively participate as group members because the purpose of this class is to gain self-understanding of peer behavior, group dynamics, and the group building process.**

**Theory Research Paper = 100 pts:** You will choose a theory within the group processing context. All research must be from scholarly credible sources (i.e. journals, peer reviewed articles, books etc.) Each student is required to complete a 5-page paper responding to the following:

- Discuss the theoretical background of the specific theory you choose.
- What population, problems, goals would this theory work well with?
- What are the contributions of this theory?
- What are the limitations of this theory?
- Describe how group members would develop social skills and learn to receive and engage in altruism in relation to this theory.

**Presentation = 20 pts:** Each student will provide a 15-minute power point presentation summarizing your theory research paper. In addition, please prepare a brief 1 page handout for each of your class members. If you need assistance with making copies, you must email me at least 1 week prior to your presentation.

**Journal Paper - 8 papers @ 10 pts each = 80 pts**

At the end of each chapter, you will find an activity. Respond to the questions listed in the activity. In addition, reflect and specifically include at least 3 key principles of group therapy in your paper and explain how you did or did not relate to each principle based on your experience in group. Your paper must be 2 pages in length.

**Remember that confidentiality is an important factor of this process and you must not use names of group members in your paper.**

**Quizzes - 8 quizzes @ 10 pts ea. = 80 pts.** If you miss a class and you do not notify the instructor before class begins, you will not be able to make up the quiz you missed.

**Final Exam:100 pts**

**Attendance -10 classes @ 10 pts ea. = 100 pts** If you miss more than one class, you will be given a “C” and you must retake the class. This is an accelerated course which equates to valuable time for you and the instructor to cover the material needed for you to meet the needs of this program. Please contact your instructor when absent by email, text or telephone before class begins. You will be given credit per attended class. **Being late or leaving early of more than 45 minutes will be considered an absence.** Your participation and contributions to a positive learning environment will be graded. Please respect the appropriate opinions and intellect of all class members.

A = 600 - 550

B = 549 – 520

C = REPEAT THE COURSE

**Grading**

Group Activity	120
Theory Research Paper	100
Presentation	20
Journal Paper	80
Quizzes	80
Exam	100
Attendance	100
<b>TOTAL</b>	<b>600</b>

**TENTATIVE SCHEDULE**

Class	Topic	Assignment Due
1/9/18 1 <sup>st</sup> week	Class syllabus overview Introduction Ch. 1 & 2 review Group	Read ch. 1 & 2
1/16/18 2 <sup>nd</sup> week	Ch. 4 & 5 review: Group	Read ch 4 & 5 quiz paper due
1/23/18 3 <sup>rd</sup> week	Ch 12 & 15 review Group	Read ch 12 & 15 quiz paper due
1/30/18 4 <sup>th</sup> week	Ch 13 review Theories Group	Read ch 13 paper due quiz
2/06/18 5 <sup>th</sup> week	Ch 11 review Presentations (1-2) Group	Read ch 11 Research paper due quiz
2/13/18 6 <sup>th</sup> week	Ch 14 review Presentations (3-4) Group	Read ch 14 quiz paper due
2/20/18 7 <sup>th</sup> week	Ch 16 review Presentations (5-6) Group	Read ch 16 quiz paper due
2/27/18 8 <sup>th</sup> week	Ch 3 review Presentations (7-8) Group	Read ch 3 quiz paper due
3/6/18 9 <sup>th</sup> week	Ch 8 & 9 review Group	Read ch 8 & 9 quiz paper due
3/13/18 10 <sup>th</sup> week	Final Exam Closure	paper due

### **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.

### **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 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.



