

Chaminade University
Masters of Science in Counseling Psychology
PSY 611 Group Processes • SPR19

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Textbook:

Jacobs, E. E., Schimmel, C. J., Masson, R. L. L., & Harvill, R. L. (2016) *Group Counseling Strategies and Skills*. 8th Ed. Boston, MA: Cengage Learning.

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

Assessment	Description	Points	Applicable SLO
Attendance & Participation	Attending class on time and staying for the entire length of class. Attendance and participation in class are of primary importance both with regard to successful understanding of course material and to personal/professional development and growth. It is my hope that class time will be utilized by each of you in such a way that you will leave feeling enriched and excited about the material, discussions, and activities. Please come to class on-time and having completed the assigned readings prior to arrival. This class focuses on collaboration and it is my expectation that you will make every effort to work with one another in a supportive, thoughtful way. In the event of your absence please make every effort to contact the instructor prior to class time. Students may miss one class without penalization; however, it is your responsibility to determine what was missed during an absence or tardy. Participation will also include providing anonymous peer feedback to group facilitators each week. <i>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.</i>	20pts	1, 2, 4, 6, 7, 9, 10
Informed Consent document for Group Therapy	Students will develop an Informed Consent form for one specific type of group therapy (e.g., Anger management group, Substance abuse treatment group, Parenting group, Couple relationship enhancement group, etc.). 2-page paper, APA format.	20pts	2, 3, 4, 8

	Students should include following information in the informed consent form: 1. Information on the nature, purposes, and goals of the group 2. Confidentiality and exceptions to confidentiality 3. Group services that can be provided (e.g., frequency and duration of meetings, length of a group, place for group meetings, fee, open versus closed groups, etc.) 4. The role and responsibility of group members and leaders 5. Inclusion criteria		
Read, Synthesize & Report (4x)	For Weeks 3, 5, 6 and 7, students will sign-up for a sub-topic reading. Students are responsible for synthesizing and summarizing the reading prior to the class and reporting on the main foci/aspects of the reading to their colleagues in class. It is recommended that students print out the readings (from Canvas) highlight and take notes to bring to class to then share their summary with their colleagues.	40pts	1, 2, 3, 7, 8
Group Manual & Theory Research Paper and Presentation	This assignment is meant to give students the opportunity to think through how they might construct a group. Students will decide a) what kind of group they would like to lead (foci, purpose & population), and b) what theory they choose as a foundation for their group. The paper will include multicultural considerations and a discussion of inclusion and diversity. Students will have to support their plan for constructing a group with extant literature. The format for this 2-part paper will be provided in class. The length of the Group Manual paper should be between 8-10 pages. Students will present a summary of their Group Manual and Theory Paper on week 10. The length for the presentation should be between 15-20 minutes and should include an illustration or handout for an activity/topic to be covered in the group.	54 pts	1, 2, 3, 4, 5, 6, 7, 8
Group Facilitator Skills & Competencies (Facilitating/ Leading an Experiential Group)	Each student will have the experience of leading a group and also of being a group member. Each student will facilitate one part of a group session- the Opening, the Work, and the Close using the group facilitation skills as a starting point. Group facilitators can record the group to aid in reflecting and assessing their facilitation skills. Groups lasts around 60-90 minutes (Opening: 15 minutes, Work: 30-45 minutes, Close: 15 minutes). Each student will receive feedback from the instructor during a mid-term check-in. Student will be evaluated on their ability to meet the basic counseling proficiencies (pg. 2 of the syllabus) using a modified Likert rating scale. This evaluation will be based on their progress at mid-term and competency demonstrated throughout the term (MSCP requirement for this course).	32 pts	4, 6, 7, 8

Group Notes	For each group led (work part), students will construct a group progress note, not unlike typical therapy sessions. The group note structure is posted under Week 1 on Canvas.	18 pts	6, 7, 8
Participation in the Experiential Group	A major component of the course is participation in an eight-week experiential group. The group is designed to provide students with first-hand experience of group leadership, group membership, group process, and interventions. While the group is meant to simulate some aspects of a therapeutic group, it is NOT intended to be therapy. Although some self-revelation may be appropriate, students should carefully consider the nature and depth of any self-disclosure. In general, students are expected to maintain appropriate professional and collegial boundaries while participating in group activities. Students are encouraged to actively participate in the group process. However, your grade for participation in the experiential group will be based on your reflection papers, not the nature or content of your participation.	0 pts	1, 8
Reflection Papers (of Experiential group led)	Reflection papers will be turned in THE FRIDAY following experiential group sessions. You will be reflecting on your experience in the previous week's group session. The paper should 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. 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 (except for group leaders). These papers 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. Specific questions will be listed in Canvas for you to attend to.	16 pts	1, 2, 4, 6, 7

Student performance will be assessed throughout the course through participation, reflection papers, group process skills and participation, group construction, and a presentation.

Grading

Attendance & Participation	22
Informed Consent document	20
4 Read, Synthesize & Report @ 10 pts	40
8 Reflection papers @ 2 pts.	16
Group Progress Notes	18
Group Manual & Theory Research Paper and Presentation	54
<u>Group Facilitator Skills & Competencies</u>	<u>30</u>
Total Points	200

180-200 (90%↑)	=	A
160-179 (80%↑)	=	B
Below 160 (↓80%)	=	C :You must repeat the course

Instructor's policies

Assignments:

- One written assignment throughout the term may be revised or edited for a higher grade but will have to be submitted by the last class session.
- Late submissions will be accepted within 7 days of the due date (except past the last week of class) and a 5 percent late deduction per day will be incurred for each class day it is late.
- Late submissions will only be accepted if a student notifies me 24 hours prior to the due date.
- No papers will be accepted after the last week of class.
- Papers that do not meet my minimum length requirement will be docked points.
- Written assignments will need to be constructed using APA formatting (unless specified otherwise, e.g. Group Case Notes, Group Reflection papers, etc.)

Attendance:

- Since a considerable part of the class is practical applications of skills and theory, requiring you to work in groups, you are responsible to inform me prior to the start of class should an emergency prevent you from attending.

Classroom expectations:

- Participating in class activities and engaging with the material.
- Respecting the diversity of cultures, opinions, viewpoints in the classroom and listening to fellow students, professors, and lecturers with respect.

***Respectful language and behavior** is expected of all students during classes and class discussions. Potentially controversial topics or issues, on which class members may disagree, may be covered or discussed within the context of describing and critiquing research studies or procedures. Students in this class should feel safe, and free to discuss topics and issues in an open and professional manner. Disrespectful, harassing, and abusive language have no place in professional discourse.*

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.

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>

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, 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.

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.

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](tel:808.735.4845) |

Tentative Course Schedule

Week/ Date	Topic	In-Class Activity	Readings	Assessments Due
W1- 4/10/19	• Introductions; Overview of Course; Syllabus Review • What is group counseling/therapy? • Ethical considerations	Class Community Agreement Discussion Early Self-Assessment	GCSS Ch. 1, 2 OPT: Thomas & Pender (2008)	
W2- 4/17/19	• Planning a group- clarity & purpose • Screening Members • Stages of a Group	Experiential Group 1	GCSS Ch. 3, 4, 5 TPGP Ch. 1 Scan: Anderson (2007). OPT: Singh, Merchant, Skudrzyk, & Ingene, (2012). Stark-Rose, Livingston-Sacin, Merchant, & Finley, (2012).	
W3- 4/24/19	• Initial sessions- Group Therapists tasks & skills • Co-therapists • Theoretical Applications (Psychoanalytical, Adlerian, Psychodrama, Existential & Gestalt)	Experiential Group 2 Read, Synthesize & Report: 1. Psychoanalytic approach to groups 2. Adlerian Group Counseling 3. Psychodrama in groups 4. The Existential approach to groups 5. Gestalt therapy in groups	GCSS Ch. 6, 7, 13 1. GACS Ch.15, pg 337-347 TPGC Ch. 6, pg. 152-153 2. GACS Ch.16, pg. 369-377 TPGC Ch. 7, pg. 178-181 3. GACS Ch.17, pg. 404-415 TPGC Ch. 8, pg. 213-215 4. GACS Ch.16, pg. 386-392 TPGC Ch. 9, pg. 245-247 5. GACS Ch.17, pg. 395-404 TPGC Ch. 11, pg. 316-318	Reflection Paper 1 Read, Synthesize & Report
W4- 5/1/19	• Useful group techniques • Group Cohesiveness	Experiential Group 3 Video- Group Stages (Working stage) Group scenarios	GCSS Ch 8, 9 TPGP Ch. 3, 4 OPT: GCSS Ch. 10, 11	Reflection Paper 2 Informed Consent DUE ON CANVAS BY 1PM 5/1
W5- 5/8/19	• Essential skills and strategies for running groups • Theoretical Applications (Person-centered, Transactional Analysis, CBT, and REBT)	Experiential Group 4 Experiential Group 5 Read, Synthesize & Report: 1. The person-centered approach to groups 2. Transactional Analysis in groups 3. Cognitive Behavioral approaches to groups 4. REBT in groups	GCSS Ch. 12, 14 1. GACS Ch. 16, pg. 377-386 TPGC Ch. 10, pg. 279-281 2. GACS Ch. 15, pg.348-357 TPGC Ch. 12, pg. 340-342 3. TPGC Ch. 13, pg. 347-369 4. GACS Ch. 18, pg. 417-427 TPGC Ch. 14, pg. 389-391	Reflection Paper 3 Read, Synthesize & Report

W6- 5/15/19	• Closing groups • Managing tough moments in groups • Theoretical Applications (Reality, SFT & MI, Systems Theory and Feminist approach)	Experiential Group 6 Read, Synthesize & Report: 1. Choice theory/reality therapy in groups 2. Solution-focused brief therapy & Motivational Interviewing in groups 3. Group Systems theory 4. Feminist & Postmodern approach to groups	TPGP Ch. 7, 13 1. GACS Ch. 15, pg. 357-365 2. TPCH Ch. 15, pg. 409-412 3. TPGC Ch.16, pg. 419-441 3. Kline (2003).pg 85-94, 154-165 4. Singh, A. A., & Hays, D. G., (2008). - Black, C (2003).	Reflection Paper 4&5 Read, Synthesize & Report:
W7- 5/22/19	• Diversity: Marginalized populations (Racial & Ethnic minority clients, LGBTQIA, Differently-abled clients)	Experiential Group 7 Read, Synthesize & Report: 1. Urban high school boys of color 2. LGBTQI clients 3. Women of color 4. Female Adolescent Survivors of Sexual Abuse 5. Youth who sexually abuse, Multi-family group therapy 6. Group therapy with children bereaved by suicide	Smith & Shin (2008) OPT: Roysircar (2008). 1. Pérez-Gualdrón, Yeh, & Russell (2016) 2. Goodrich (2015) 3. Short & Williams (2014) 4. Sigurdardottir, Halldorsdottir, Bender & Agnarsdottir (2016). 5. Nahum & Brewer (2005) 6. Daigle, Labelle, Daigle & Labelle (2012).	Reflection Paper 6 Read, Synthesize & Report Identify focus of group manual- Population, Presenting concern, and Theory
W8- 5/29/19	• Closing sessions & Termination of Groups	Experiential Group 8	GCSS Ch. 15, 16 GACS Ch. 8	Reflection Paper 7
W9- 6/5/19	• Specialized groups • Special circumstances	Experiential Group 9	GCSS Ch. 17 OPT: TPGP Ch. 14	Reflection Paper 8 Group Manual & Theory Research Paper DUE ON CANVAS BY 1PM 6/5
W10- 6/12/19	• Wrap-up	Presentation & demonstration of Group Manual & Theory Research paper		Reflection Paper 9 Presentation & demonstration

*Additional readings will be provided by the instructor and posted on Canvas.

**Syllabus is subject to change by instructor according to class needs.

Textbooks

- GCSS: Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2016). *Group counseling: Strategies and skills.*, 8th ed. Belmont, CA, US: Thomson Brooks/Cole Publishing Co.
- TPGC: Corey, G. (2015). *Theory and practice of group counseling*, 9th ed. Belmont, CA, US: Wadsworth/Thomson Learning.
- GACS: Gladding, S. T. (2003). *Groups: A counseling specialty*. Upper Saddle River, NJ: Pearson Publishing.
- TPGP: Yalom, I. D. (1995). *The theory and practice of group psychotherapy.*, 4th ed. New York, NY, US: Basic Books.

References

- Anderson, D. (2007). Multicultural Group Work: A Force for Developing and Healing. *The Journal for Specialists in Group Work*, 32(3), 224–244 DOI: 10.1080/01933920701431537
- Black, C (2003). Creating curative communities: feminist group work with women with eating issues. *Australian Social Work*, 56(2), 127-140.
- Daigle, M., Labelle, R., Daigle, M. S., & Labelle, R. J. (2012). Pilot evaluation of a group therapy program for children bereaved by suicide. *Crisis: The Journal Of Crisis Intervention & Suicide Prevention*, 33(6), 350-357. doi:10.1027/0227-5910/a000147
- Goodrich, K. a. (2015). *Group counseling with LGBTQI persons*. Chapters 2-3. Alexandria, VA: American Counseling Association.
- Kline, W. (2003). *Interactive group counseling and therapy*. Columbus, OH: Merrill.
- Nahum, D., & Brewer, M. (2005). Multi-family group therapy for sexually abusive youth. *Journal Of Child Sexual Abuse*, 13(3/4), 215-243.
- Napier, R. & Gershenfeld, M. (2004). A Systems View of Small Group Behavior (chapter 6) *Groups: Theory and experience*. Boston: Houghton Mifflin.
- Pérez-Gualdrón, L., Yeh, C., & Russell, L. (2016). Boys II Men: A Culturally-Responsive School Counseling Group for Urban High School Boys of Color. *Journal of School Counseling*, 14(13),
- Roysircar, G. (2008). A response to 'Social privilege, social justice, and group counseling: an inquiry': Social privilege: counselors' competence with systemically determined inequalities. *Journal for Specialists In Group Work*, 33(4), 377-384.
- Short, E. L., & Williams, W. S. (2014). From the inside Out: Group Work with Women of Color. *Journal for Specialists In Group Work*, 39(1), 71-91.
- Sigurdardottir, S., Halldorsdottir, S., Bender, S. S., & Agnarsdottir, G. (2016). Personal resurrection: female childhood sexual abuse survivors' experience of the Wellness-Program. *Scandinavian Journal of Caring Sciences*, 30(1), 175-186. doi:10.1111/scs.12238
- Singh, A. A., & Hays, D. G., (2008). Feminist group counseling with South Asian women who have survived intimate partner violence. *Journal for Specialists in Group Work*, 33(1), 84-102.
- Singh, A. A., Merchant, N., Skudrzyk, B., & Ingene, D. (2012). Association for Specialists in Group Work: Multicultural and Social Justice Competence Principles for Group Workers. ACA 2012, ASGW Executive Board Meeting held in San Francisco, CA
- Smith, L. C., & Shin, R. Q. (2008). Social Privilege, Social Justice, and Group Counseling: An Inquiry. *Journal for Specialists In Group Work*, 33(4), 351-366. doi:10.1080/01933920802424415
- Stark-Rose, R. M., Livingston-Sacin, T. M., Merchant, N., & Finley, A. C. (2012). Group Counseling With United States Racial Minority Groups: A 25-Year Content Analysis. *The Journal for Specialists in Group Work*, 37(4), 277–296 DOI: 10.1080/01933922.2012.690831
- Thomas, R. V., & Pender, D. A. (2008). Association for Specialists in Group Work: Best Practices. *The Journal for Specialists in Group Work*, 33(2), 111-117. DOI: 10.1080/01933920801971184

Group Manual Format

Name of Group:

Objectives

- *What you want to accomplish with this group.*
- *What are the goals for the group (what do you expect to accomplish in X weeks? Goals should reflect the group purpose and meet the needs of the members.*
- *Briefly introduce a pre-post assessment instrument and explain how your*
- *assessment methods will determine if the goals have been reached.*

Rationale for Group

(Justification for the group- why it is needed and relevant. The theoretical frameworks for this group.)

Theoretical Background for Group

- *Identify specific theory(ies)*
- *Contributions of this theory as it relates to your objectives for the group*
- *Type of group & role of leader consistent with this theory*
- *What population, problems, goals would this theory work well with?*
- *What are the theory's limitations and how will you overcome them for your group?*

Literature Review Section

- *Describe the population/problem and the importance of your group in regards to them*
- *Identify the most important issues faced by the population and what possible solutions has been identified in the literature*

Description of Group

- *How the group will work? What kind of group is it?*
- *How do you intend to facilitate change for individuals and the group as a whole (i.e. coaching, role play, support for and opportunity to transfer learning to real life)?*

Group Logistics

- *Duration of the group and rationale*
 - o *Duration sufficient to cover topic and allow for change?*
 - o *Duration sufficient for each member to participate?*
- *Context of the group*
 - o *Location and time of the group*
 - o *Recruitment methods*
 - o *Referral sources*
- *Group members*
 - o *How many and the rationale*
 - o *Preferred member characteristics (Heterogeneous? Homogeneous?)*
 - o *Decisions of whom to include (gender, cognitive ability, maturity, FIDI of concern, stage of acceptance/recovery)*
- *Screening*
 - o *Decisions of whom to exclude, what are the criteria?*
 - o *How are members prepared for the group?*
- *Group Facilitators*
 - o *Who? How many?*
 - o *Training experience*
 - o *What leadership style is preferred?*

References

Cite books, articles, or websites that you used for the group.

It might be practical to identify a group you might actually lead in your practicum or internship setting. Do not choose a suicide prevention group for your first group attempt. Some examples of topics for group papers: Loss-bereavement, children of divorce, grief group, building social skills, stepfamily issues, families of alcoholics, test-taking anxiety, etc.

Chaminade MSCP PSY 611 Group Process Skills Proficiency Record

<u>Student Name</u>	<u>Term</u> Winter Spring Summer Fall <u>Year</u>
<u>Instructor</u>	<u>Proficiency Score</u> = ____/30 Minimum total score to pass proficiency is 16 points. Below 16, the student is assigned “C” for the course and must retake course.
<u>Instructor Signature</u>	<u>Date</u> <u>Emphasis</u>

Please rate the degree to which the student has demonstrated each of the following as observed in your class.

1 = Much Improvement Needed or Not Demonstrated, 2 = Meets Minimal Expectations, 3 = Superior Skills-Above Expectations

	Skill	Description	Proficiency			Comments
1	Active Listening Skills in Group Setting	Appropriate eye contact, vocal qualities, verbal tracking and body language (Individually/culturally appropriate). Able to ask appropriate questions and identify discrepancies in client communications	1	2	3	
2	Restating Skills in Group Setting	Able to restate client communications for concreteness and specificity. Solicits feedback from client as to accuracy of restatement.	1	2	3	
3	Summarization Skills at end of Group Session	Integration of key elements and themes to provide direction and encouragement. Asks group members to summarize and assess progress toward group goals.	1	2	3	
4	Provides Feedback in Group Setting	Ability to state client strengths and weaknesses and to encourage feedback from other group members as well.	1	2	3	
5	Acceptance of Feedback from Group Members	Thanks group members for feedback received. Accepts feedback in non-defensive manner. Verbally reflects upon feedback for clarification Indicates how feedback may be used for improvement.	1	2	3	
6	Appropriate Social Skills Demonstrated	Accepting of diversity, demonstrating appropriate levels of participation, ability to interact with others in a positive manner and attentive of and regulating own feelings.	1	2	3	
7	Opening of Initial Group Session	Ability to lead and explain format and expectations, ethics, sets time frame and group membership characteristics and ability to assist members in setting appropriate goals for group process.	1	2	3	
8	Opening of subsequent Group Sessions	Ability to lead group members in progressing toward completion of unfinished business, focusing skills, linking previous session material to current session material and setting current session agenda.	1	2	3	
9	Facilitates Overall Group Progress	Provides encouragement, feedback and reinforcement to group members, assists in monitoring and revising as necessary goal-oriented progress. Appropriate active listening skills utilization.	1	2	3	
10	Termination Skills	Ability to summarize and terminate each group session in a timely and appropriate manner. Provides members information on time and number of sessions remaining.	1	2	3	