

Chaminade University
Masters of Science in Counseling Psychology
PSY 611-03-3 Group Processes • SPR2020

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Office Hours: By appointment- please feel free to email me to set up a time to meet.

Textbook:

Berg, R. C., Landreth, G. L., & Fall, K. A. (2013). Group counseling: Concepts and procedures, 6th ed. New York, NY: Routledge, Taylor & Francis.

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.

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.

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.

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 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

Special Circumstances & Requirements (COVID-19 necessitating class to be conducted online)

This course will be conducted online via Zoom (due to the current Hawaii statewide stay-at-home order because of the COVID-19 pandemic). The course aims to develop and assess group facilitation skills and thus students will have to demonstrate these skills in running a group online. While the setting of these groups is different from in-person groups, the requirements and expectations are the same. Like facilitating any other group, telehealth groups will require facilitators to adapt to their context, be flexible with the plan for each group, and work hard to meet the needs of the group members.

*Please refer to the Security statement and Informed Consent on Canvas.

Assessment

Assessment	Description	Points	Applicable SLO
Attendance & Participation	<p>Attendance for this class will be online via the course Zoom room and will be held at the scheduled time (Thursdays from 5:30pm-9:20pm). To count for attendance, you will have to log on using a device that is audio and video enabled such as a laptop with a webcam.</p> <p>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.</p> <p>For this course, since you will be working with your colleagues in facilitating groups, so it is your responsibility that you plan accordingly and be present when you are scheduled to facilitate a group.</p> <p>Students may miss one class without penalization; however, it is your responsibility to determine what was missed during an absence or tardy.</p> <p>Participation will also include providing anonymous peer feedback to group facilitators each week.</p>	20pts	1, 2, 4, 6, 7, 9, 10
Informed Consent document for Group Therapy	<p>You will develop an Informed Consent form for one specific type of group therapy of your choosing (e.g., Anger management group, Substance abuse treatment group, Parenting group, Couple relationship enhancement group, etc.). Your Informed Consent will take into account the context of the group being a Telehealth Counseling Group.</p> <p>The Informed Consent paper should be formatted with 12pt font, single spaced and between one-and-a-half pages to 2 pages.</p>	20pts	2, 3, 4, 8

	<p>The following information should be included in the informed consent form:</p> <ol style="list-style-type: none"> 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 <p>And it should be written in simple language so it can be easily understood by any client.</p>		
Read, Synthesize & Report (4x)	<p>For Weeks 3, 5, 6 and 7, you will sign-up for a sub-topic reading. You are responsible for synthesizing and summarizing the reading prior to the class and reporting on the main foci/aspects of the reading to your colleagues in class (10 minutes for each reading, if 2 students sign up for the same reading, they will have to share 15 minutes to provide the information). Use the tables provided to summarize the information for your colleagues.</p>	40pts	1, 2, 3, 7, 8
Group Manual & Theory Research Paper and Presentation	<p>This assignment is meant to give you the opportunity to think through how you might construct a group. You will decide a) what kind of group you would like to lead (foci, purpose & population), and b) what theory you choose as a foundation for your group. The paper will include multicultural considerations and a discussion of inclusion and diversity. You will have to support your plan for constructing a group informed by research and extant literature. The Group Manual should be no less than 15 pages in length, and in APA format.</p> <p>You 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. The format for this project is under Week 10 on Canvas.</p>	56 pts	1, 2, 3, 4, 5, 6, 7, 8
Group Facilitator Skills & Competencies (Facilitating/ Leading an Experiential Group)	<p>Each student will have the experience of leading a group. You will facilitate one part of a group session- the Opening, the Work, and the Close using the group facilitation skills as a starting point. Groups lasts 60+ minutes (Opening: 15 minutes, Work: 30 minutes, Close: 15 minutes). You will receive anonymous feedback from group members. The instructor will provide feedback following each group.</p> <p>You will be evaluated on your ability to meet the basic counseling proficiencies (pg. 2 of the syllabus) using a modified Likert rating scale (MSCP requirement for this course). You will be assessed for your ability to Open a group (<i>check-in, introduce purpose, refer to group expectations, increase energy</i>), do the Work portion (<i>re-introduce purpose, deepen and explore topics, build cohesion between members, retain focus</i>), and Close a group (<i>summarize, attend to unfinished business, check-out</i>).</p>	30 pts	4, 6, 7, 8

Group Progress Notes	For each work section of a group led, students will construct a group progress note, not unlike typical therapy sessions. The group note structure is posted under Week 2 on Canvas.	10 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. You are expected 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	Reflection papers will be turned in following each experiential group sessions. You will be reflecting on your experience in the group session. The paper should attend to the questions on the 'Reflection Papers: Group Work Evaluation' posted under week 1 on Canvas. Please keep in mind all members experience the group differently. Any reference to group participants (except for group leaders) should be anonymous, do not mention or cite members by name or gender. 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. Questions will be provided on Canvas.	24 pts	1, 2, 4, 6, 7
Group Process Skills Proficiency Record	You will have to meet the minimum scores on the Group Skills Proficiency Record as a benchmark requirement for this course, or else you will have to re-take this course. The minimum score to pass is 16 out of 30.	Pass/ Fail	2,3,6,7,8

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

Grading

Attendance & Participation	20
Informed Consent document	20
4 Read, Synthesize & Report @ 10 pts	40
8 Reflection papers @ 3 pts.	24
Group Progress Notes	10
Group Manual & Theory Research Paper and Presentation	56
Group Facilitator Skills & Competencies	30
Total Points	200

180-200 (90%↑) = A

160-179 (80%↑) = B

Below 160 (↓80%)/Below 16 out of 30 on the Group Competency Record = 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 class 9.
- 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. Disrespectful, harassing, and abusive language have no place in professional discourse.
- Not engaging in any racist, homophobic, sexist, and other disrespectful comments made to or about other people.
- Not reading other materials, books, newspapers, or using laptops for other activities. Cell phones and other electronic devices, unless used for class purposes, are expected to be turned off.

Please note that regardless of reason, more than one (1) missed class will result in a failing grade.

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

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>

Students With Disabilities

In compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008), Chaminade University of Honolulu offers accommodations for individuals with disabilities. If you would like to determine if you qualify for ADA accommodations, please contact the Counseling Center at (808) 735-4845. Once your documentation is submitted, the assessments will be reviewed and the student will be notified.

If one qualifies for ADA accommodations, an ADA agreement will be signed by the student. Each semester, the student will contact the ADA Coordinator to identify which instructors are to be notified.

Faculty will be sent a letter via email to inform them of the accommodations a student is to receive. However, the nature of your disability is confidential.

Once the appropriate documentation is received by the ADA Coordinator, please allow two to three weeks to process your paperwork. Processing time may vary pending the volume of requests received.

Contact the Counseling Center at (808) 735-4845 or e-mail at counselingcenter@chaminade.edu

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 Statement

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 the Counseling Center on the Chaminade campus. Email counselingcenter@chaminade.edu

Tentative Course Schedule

Week/ Date	Topic	In-Class Activity	Readings	Assessments Due
W1- 1/6/2020	<ul style="list-style-type: none"> • Introductions; Overview of Course; Syllabus Review • What is group counseling/therapy? • Ethical considerations 	Class Community Agreement Discussion	OPT: GCCP Ch. 1 TPGP Ch. 1 Thomas & Pender (2008)	
W2- 1/13/2020	<ul style="list-style-type: none"> • Planning a group- clarity & purpose • Screening Members • Stages of a Group 	Group Session 1	GCCP Ch. 2, 3, 4 Scan: Anderson (2007). Kozlowski & Holmes (2014). OPT: Singh, Merchant, Skudrzyk, & Ingene, (2012). Stark-Rose, Livingston-Sacin, Merchant, & Finley, (2012).	
W3- 1/20/2020	<ul style="list-style-type: none"> • Initial sessions- Group Therapists tasks & skills • Co-therapists • Theoretical Applications (Psychoanalytical, Adlerian, Psychodrama, Existential & Gestalt) 	Group Session 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	GCCP Ch. 5, 6, 8 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- 1/27/2020	<ul style="list-style-type: none"> • Useful group techniques • Group Cohesiveness 	Group Session 3 Video- Group Stages (Working stage) Group scenarios	GCCP Ch 9, 10 TPGP Ch. 3, 4 Barak & Dolev-Cohen (2006). Haberstroh & Moyer (2012). Barak, Boniel-Nissim & Suler (2008). OPT: GCCP Ch. 10, 11	Reflection Paper 2 Informed Consent
W5- 2/3/2020	<ul style="list-style-type: none"> • Essential skills and strategies for running groups • Theoretical Applications (Person-centered, Transactional Analysis, CBT, and REBT) 	Group Session 4 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	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- 2/10/2020	<ul style="list-style-type: none"> ● Closing groups ● Managing tough moments in groups ● Theoretical Applications (Reality, SFT & MI, Systems Theory and Feminist approach) 	<p>Group Session 5</p> <p>Read, Synthesize & Report:</p> <ol style="list-style-type: none"> 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 	<p>TPGP Ch. 7, 13</p> <ol style="list-style-type: none"> 1. GACS Ch. 15, pg. 357-365 TPCH Ch. 15, pg. 409-412 2. TPGC Ch.16, pg. 419-441 3. Klein (2003).pg 85-94, 154-165 4. Singh, A. A., & Hays, D. G., (2008). Black, C (2003). Haene, M (1995) 	<p>Reflection Paper 4&5</p> <p>Read, Synthesize & Report:</p>
W7- 2/17/2020	<ul style="list-style-type: none"> ● Diversity: Marginalized populations (Racial & Ethnic minority clients, LGBTQIA, Differently-abled clients) 	<p>Group Session 6</p> <p>Read, Synthesize & Report:</p> <ol style="list-style-type: none"> 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 	<p>Smith & Shin (2008) OPT: Roysircar (2008).</p> <ol style="list-style-type: none"> 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). 	<p>Reflection Paper 6</p> <p>Read, Synthesize & Report</p> <p>Identify focus of group manual- Population, Presenting concern, and Theory</p>
W8- 2/24/2020	<ul style="list-style-type: none"> ● Closing sessions & Termination of Groups 	<p>Group Session 7</p>	<p>GCCP Ch. 11 GACS Ch. 8</p>	<p>Reflection Paper 7</p>
W9- 3/2/2020	<ul style="list-style-type: none"> ● Specialized groups ● Special circumstances 	<p>Group Session 8</p>	<p>GCCP Ch. 12, 13 OPT: TPGP Ch. 14</p>	<p>Reflection Paper 8</p> <p>Group Manual & Theory Research Paper</p>
W10- 3/9/2020	<ul style="list-style-type: none"> ● Wrap-up ● Individual meeting with Instructor 	<p>Presentation & demonstration of Group Manual & Theory Research paper</p>		<p>Reflection Paper 9</p> <p>Presentation & demonstration</p>

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

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

Textbooks

GCCP: Berg, R. C., Landreth, G. L., & Fall, K. A. (2013). *Group counseling: Concepts and procedures*, 6th ed. New York, NY: Routledge, Taylor & Francis.

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

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- Barak, A., Boniel-Nissim, M., & Suler, J. (2008). Fostering empowerment in online support groups. *Computers in human behavior*, 24(5), 1867-1883.
- Black, C (2003). Creating curative communities: feminist group work with women with eating issues. *Australian Social Work*, 56(2), 127-140.
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- Haberstroh, S., & Moyer, M. (2012). Exploring an Online Self-Injury Support Group: Perspectives From Group Members. *Journal for Specialists in Group Work*, 37(2), 113–132.
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- Napier, R. & Gershenfeld, M. (2004). A Systems View of Small Group Behavior (chapter 6) *Groups: Theory and experience*. Boston: Houghton Mifflin.
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- 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.
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- 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
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- 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.

Reflection Papers: Group Work Evaluation

Answer questions 1-8 on your role as a group member or group leader. Give each question (1-6) a rating from 1 – 10, with 1 being nonexistent and 10 a superior rating. Explain the reasoning for your answers.

1. Rate the group's level of involvement.
2. Rate your personal level of involvement.
3. Rate yourself on the degree to which you saw yourself as willing to take risks and share with other members what you thought and felt.
4. How would you rate your degree of satisfaction with your experience in the group?
5. To what degree do you feel the group dealt with issues in a personal and meaningful way (shared feelings as opposed to an intellectual discussion)?
6. To what degree do you feel you experienced trust in the group?
7. If there were instances of 'stuckness', conflict, anxiety, resistance, etc. explore how you perceived it in the context of the group. How were they maneuvered? Was it successful?
8. Overall, what was your greatest "aha" or eye opener?

Answer questions 9-10 only if you were a group member. Be specific about which group leader you are referring to.

9. What did you appreciate about the group leaders' facilitation?
10. What recommendations do you have for the group leaders?

Answer questions 11-13 only if you were leading the group.

Were you facilitating the Opening, Work, or Closing of the group?

11. Rate yourself on the following skills, with 1 being nonexistent, 10 a superior rating and N/A if you did not utilize the skill:
 - Active listening
 - Restating
 - Goal setting
 - Summarization at the end of a group session
 - Provide feedback to group participants
 - Ability to constructively receive feedback from group members
 - Appropriate interaction/social skills with group members
 - Ability to open group session
 - Ability to open ongoing group sessions
 - Ability to lead and facilitate the group process
 - Ability to close group session
12. Rate yourself as a leader on the dimensions of the ability to create a good working climate characterized by warmth, respect, support, empathy, and trust. Comment on your role on the *cohesion* of the group.
13. What will be your greatest challenge in leading a group?

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>	Proficiency Score = ____/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	2	3	
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	