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Chaminade University - Honolulu
PSY 611 Group Processes
Winter Masters: January 14, 2021 – March 18, 2021

Instructor:	Sheena Galutira, LMHC, NCC	**Time:**	Thursdays 5:30PM – 9:20PM
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Texts: Corey, G. *Theory and Practice of Group Counseling.* (9th Ed.). 2012.

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 <u>all syllabi from all courses</u> taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school applications, 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
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 self-understanding. This is a learning experience which includes not personalizing others emotions or issues and accepting others experiences as their reality; learning from others perceptions and perspectives.

Articulation of Characteristics and Values
PSY 611 Group Processes is guided by the Marianist educational value of Educate for Adaptation to Change. Through this course students apply counseling theories and modalities to a group. Each individual is different and students gains knowledge in understanding peer behavior, and group dynamics. Marianist universities readily adapt and change their methods. The following characteristics are demonstrated in the course:

- Flexible thinking
- Being respectful of differences
- Critical thinking
- Open-mindedness

Through the group counseling process, the attributes above will be demonstrated.

MSCP Core Program Learning Outcomes (PLOs)
1. Students will identify core counseling theories, principles, concepts, techniques and facts.
2. Students will demonstrate the ability to facilitate the counseling process with clients.
3. Students will identify the relationship between adaptation and change and the counseling process.

Student Learning Outcomes
Students will demonstrate an understanding of:
1. Group processes and group counseling within the context of School Counseling, Mental Health, or Marriage and Family Counseling (PLO #1).
2. Cultural and diversity issues and how they apply to an understanding/application of the group process (PLO #2 and PLO #3).
3. The scientific method and research and how they apply to the group process and specific populations (PLO #2).
4. Ethics and how it applies to professional practice in the group process (PLO #2 and PLO #3).
5. Consultation theories relative to interacting with referring to/and working with adjunct professionals, agencies, judicial system and academic institutions (PLO #1 and PLO #3).
6. Evolution of a group through its various stages (PLO #1).
7. Basic counseling theories applied within a group context (PLO #2).
8. Assessing effectiveness of a group counseling process (PLO #2).

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

ACA Ethical guidelines for Self-Care and Self-Monitoring
Given the 1) long-standing issue of problematic self-care and self-monitoring in the field of counseling, clinical psychology, and psychotherapy, 2) chronic stress demonstrated by many students in the current Covid-19 ever-changing, and uncertain environment, 3) fact that there appears there will be numerous stressed out clients as a result of the Covid 19 ever-changing, and uncertain environment, and 4) fact that the ACA requires self-care and self-monitoring as part of their ethical guidelines, all courses will include and address the following ACA guidelines in all of their syllabi.   These guidelines also apply to all faculty and staff teaching in the MSCP program.

ACA 2014 Code of Ethics
Section C: Professional Responsibility
Introduction
… counselors engage in self-care activities to maintain and promote their own emotional, physical, mental, and spiritual well-being to best meet their professional responsibilities.

C.2.g: Impairment
Counselors monitor themselves for signs of impairment from their own physical, mental, or emotional problems and refrain from offering or providing professional services when impaired. They seek assistance for problems that reach the level of professional impairment, and, if necessary, they limit, suspend, or terminate their professional responsibilities until it is determined that they may safely resume their work. Counselors assist colleagues or supervisors in recognizing their own professional impairment and provide consultation and assistance when warranted with colleagues or supervisors showing signs of impairment and intervene as appropriate to prevent imminent harm to clients.
https://www.counseling.org/Resources/aca-code-of-ethics.pdf

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. Effective August 1, 2020, Kōkua ʻIke:Center for Student Learning (Kōkua ʻIke), a unit within the Office of Advising and Career Development, provides academic and other accommodations for students with disabilities.

If one qualifies for ADA accommodations, the student will sign an ADA agreement. 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 a 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, and is compounded by the current challenges related to the mandatory stay-at-home order in Hawaii.

ADA Accommodation Contact Information:
- Kristin Hirata, Tutor Coordinator
- Email: kristin.hirata@chaminade.edu
- Phone: 808-739-8305

For general inquiries email: ada@chaminade.edu

Title IX

Chaminade University recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade University. 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, and should I learn of any sexual misconduct, I must report the matter to the Title IX Coordinator. Should you want to report to a confidential source you may contact the following:

Personal Counseling Center: 808-735-4845

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.

The above quotes were taken directly from: 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.

The above quotes were taken directly from: 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.

The above quotes were taken directly from: 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.

The above quotes were taken directly from: http://allpsych.com/researchmethods/replication.html

Marianist Educational Values
Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith
Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor, coupled with respectful humility, provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education
In the Marianist approach to education, "excellence" includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing
their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory, 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.

Attendance

If you miss more than one class, regardless of reason, you will be given a "C" and you must retake the class. (This is graduate programs policy.)

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.

Class structure

This course will be held synchronously online via Zoom on Thursdays from 5:30pm to 9:20pm. PSY 611 Group Processes is an experiential class, however it is not meant to be a student's personal therapy. Since this course is a course on group counseling, simply observing and not participating is discouraged. Group sessions will have two leaders.

Course Website Address (Canvas): https://chaminade.instructure.com/

Hardware Requirements: A video and audio enabled device (laptop, desktop, camera phone) is required. Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also

need to be able to access video from some external websites or files posted within this course.

Software Requirements: You will need to have some ability play videos or audio (RealPlayer, Windows Media Player, Quicktime, etc.). You will also need to be able to read .pdf files (via Acrobat Reader or similar). These can be downloaded without additional costs.

Grading Scale

Final grades will be determined based on the following:

Assignment	Points
Group Facilitation & Proficiencies*	30
Special Group Facilitation	30
Counseling and Dispositions	20 (2 @ 10pts each)
Progress Notes	10 (2 @ 5 pts each)
Presentations	50 (2 @ 25 pts each)
Reflections	28 (7 @ 4 pts each)
Overall Process Paper	10
Curriculum Development & Research	50
Attendance & Participation	22
Final Exam	100
Total Points =	350

A = 90-100%
B = 80-89%
C = 70-79%

A score of <16 on the Group Facilitation & Proficiencies will result in a failing grade regardless of other scores earned.

All assignments are due on the date and time specified on the syllabus and/or Canvas. Late submissions are not accepted. Presentations cannot be made up.

Assessment

Student performance, relative to the Student Learning Outcomes (SLO) stated above, will be assessed through all class discussions & case study (scored by rubric), dyads, dyad participation, presentations, midterm, final, and media paper (scored by rubric). You will be asked at specific points throughout the course to demonstrate what you have learned through various activities and assignments.

Assignments, Presentations, and Papers	Description	Points	Applicable SLO
Group Facilitation & Skills Proficiencies	This course is a benchmark class. The student must meet the minimum score on the Group Skills Proficiency Record. **The minimum score to pass is 16 out of 30.** A score of <16 will result in a failing grade. The student will NOT pass PSY 611 regardless of other scores earned for PSY 611 Group Processes. Students will choose one group process/technique they will incorporate into their group session. Each student will facilitate two groups. Each group session will be approximately 60	**Pass/Fail** (30 pts)	1, 2, 4, 6, 7, 8

	minutes and will include the following:
	- Opening: 15 minutes
	  - Informed consent, Check in, purpose, expectations
	- Work: 30 minutes
	  - Explore topics, build group cohesion
	- Close: 15 minutes
	  - Summarize, check out
	
	Each student will develop an Informed Consent document for the group session they will be facilitating. It should be written in simple and appropriate language that can be easily understood by any client.
	
	The Informed Consent document must include:
	- Purpose and goals of the group
	- Description of the group format, procedures, and ground rules
	- Information concerning length, frequency, and duration of meetings; techniques being used; fees; open vs closed group
	- Confidentiality and exceptions to confidentiality
	- Roles, rights, and responsibilities of group leaders and members
	- Signature and date fields
	
	Group participants will be providing feedback to the group leader(s). After each session students will complete an anonymous feedback survey for the group leader(s). Students will also provide verbal feedback to the leader(s) by briefly answering the question "What was my experience in the group session like based on the group leader(s) facilitation?"		

Special Group Facilitation – Resilience Building Workshop Group	Once during the term, students will plan and facilitate a workshop group. The topic for the group will be "*College + Pandemic Stress: How to Manage*". The group members will be individuals who are not students in this course, and will consist of undergraduate students. The group format will be similar to the typical process groups that students facilitate throughout the term, with and Opening, Working, and Closing section. The Opening section involves introductions and ice-breaker activities; the working section will involve the facilitators introducing the topics, encouraging conversation, providing strategies to manage stress, and engage in a calming exercise. The Closing section will involve sharing tips, summarizing and checking-out. This special group is a workshop group and not a counseling or therapy group which means that the participants will not be asked to share any deep	30 pts	1, 4, 5, 6, 7, 8

	distressing concerns, or anything private and not appropriate for a workshop context. Students will meet with the instructor to present their plan for the group and get approval prior to the group, and the instructor will be present for the duration of the group. Grades will be provided for: a) the student's plan and preparedness in facilitating the group (10 pts) b) the student's ability to engage the group members and be flexible to meet the needs of the group, and (10pts) c) the student's use of group facilitation skills. (10 pts)		
Counseling and Dispositions	Each students will do a pre and post assessment of their personal counseling dispositions and behaviors based on the Counseling Disposition & Behavior rubric.	20 (2 @ 10pts each)	8
Progress Notes	Student will type a group progress note for each group the student facilitates. Progress note format to be discussed in class and found on Canvas.	10 pts (2 @ 5 pts each)	2, 4, 8
Chapter Presentations	Students will sign up for the week(s) they want to facilitate a group. Students will be responsible for presenting on the chapter of the week that corresponds to the theoretical approach of the student's choosing. The first group process/technique the student chooses will be the chapter the student presents on. Students will present their chapter prior to the start of the group session. Presentations will be approximately 20-30 minutes. Chapter presentations will be due on the week reflected in the syllabus. The chapter presentations should include, but not limited to, the following: • Key Concepts • Roles and functions of the Group Leader • Phases/Stages • Applications of theory, modality, and techniques • Multicultural/diversity perspectives • Limitations • Personal reflection of theory, modality, and techniques of the chapter	25 pts	5, 7
Reflections	Each student will reflect on their experiences in the group session as the group facilitator and/or group participant. All members experience the group differently. Reference group participants (except for group leaders) anonymously in your reflection. Keep identifying information (age, gender, name, etc.) out of your reflection. The reflection should be introspective and based on what and how the	28 pts (7 @ 4 pts each)	2, 5, 8

	student learned.		
Overall Process Paper	The Overall Process Paper will be 3-5 pages in length, double spaced, 12pt font, Times New Roman or Arial font. Students will reflect on their overall personal learning and group process learning. This paper will be comprehensive based on what the student learned and how the student learned. Reference group participants anonymously.	10 pts	2, 5, 8
Curriculum Development & Research **Curriculum Presentation**	Students will develop a curriculum and write a research paper for a group they would like to lead. *Do not choose suicide as a topic for your curriculum.* Examples of groups are: anger management, skills groups, psychoeducational, loss, grief, etc. Students will also use research to support their curriculum. The curriculum can be in the form of a paper, written outline, book, syllabus, etc. with content referencing student's research and literature review. Research papers should be in APA format with a works cited page, and at minimum 4 pages. Helpful questions to support the curriculum development and research paper: • What does literature say about the targeted population for the group? • What counseling theories and modalities work best for the type of group I'm developing? • How would group members develop the skills or learning of the group's intended purpose and goal? • What challenges do my targeted population face? • What are some multicultural and diversity competencies? • What are some challenges and limitations to the curriculum? *See Group Curriculum Development Handout Presentations will be 10-15 minutes. Students will present the group curriculum they developed on the date specified in the syllabus. Include and demonstrate an example of one group process/technique that is incorporated into the curriculum.	50 pts	1, 2, 3, 5, 6
Attendance & Participation	Sharing perspectives and participating in group sessions is what creates a group dynamic. To receive credit for attendance and participation students will need to log into Zoom using a video and audio enabled device. Cameras are to remain ON for the duration of the group sessions. After each group	22 pts	1, 6, 7

	session students will provide group leaders with anonymous feedback. *Please notify the instructor ahead of time if you are unable to attend class due to an emergency.*		

Tentative Course Schedule

Date	Focus & Learning Objectives	Readings	Due
Week 1	- Welcome, Introductions, Course Syllabus - Goals, tone, and agreement - Counseling Disposition & Behavior Survey (Pre) - Intro to Special Group Facilitation: *College + Pandemic Stress: How to Manage* - Chapter 1: Introduction to Group Work - What is group counseling? - Chapter 2: Group Leadership - Progress Notes	Chapter 1 and 2	**Sign Up for Chapter Presentation** **Counseling Disposition & Behavior Survey (Pre)**
Week 2	- Chapter 3: Ethical and Professional Issues in Group Practice - Chapter 4: Early Stages in the Development of a Group - Informed Consent - Review Counseling Skills Proficiencies - Group Session - Discuss *College + Pandemic Stress: How to Manage* Purpose and Goals	Chapter 3, and 4	**College + Pandemic Stress: How to Manage: Purpose & Goals Due**
Week 3	- Chapter 5: Later Stages in the Development of a Group - Chapter 6: The Psychoanalytic Approach to Groups - Chapter 7: Adlerian Group Counseling - Group Session	Chapter 5, 6, and 7	**Reflection 1 Due**
Week 4	- Chapter 8: Psychodrama in Groups - Chapter 9: The Existential Approach to Group - Chapter 10: The Person-Centered Approach to Groups - Group Session	Chapter 8, 9, and 10	**Reflection 2 Due**

Week 5	• Chapter 11: Gestalt Therapy in Groups • Chapter 12: Transactional Analysis in Groups • Group Session	Chapter 11 and 12	**Reflection 3 Due**
Week 6	• Chapter 13: Cognitive Behavioral Approaches to Groups • Chapter 14: Rational Emotive Behavior Therapy in Groups • Group Session	Chapter 13 and 14	**Reflection 4 Due**
Week 7	• Chapter 15: Choice Theory/Reality Therapy in Groups • Chapter 16: Solution-Focused Brief Therapy and Motivational Interviewing in Groups • Group Session • Finalize Special Group Facilitation Plan	Chapter 15 and 16	**Reflection 5 Due** **Special Group Facilitation Plan Due**
Week 8	• **Special Group Facilitation – Resilience Building Workshop**	Special Group Facilitation	**Reflection 6 Due**
Week 9	• **Curriculum and Research Presentation** • **Counseling Disposition & Behavior Survey (Post)** • Chapter 17: Comparisons, Contrasts, and Integration • Chapter 18: The Evolution of a Group: An Integrative Perspective • Group Session • Closing and termination	Chapter 17 and 18	**Reflection 7 Due** **Curriculum and Research Due** **Counseling Disposition & Behavior Survey (Post)**
Week 10	• **Final Examination**		**Overall Process Paper Due** **Final Examination**