



Chaminade University - Honolulu
PSY 611 Group Process
Spring 2024: April 8, 2024 to June 17, 2024

Instructor: Quinn Hashimoto, MSCP **Time:** Wednesday,
5:30 - 9:20 PM

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Texts: Corey, G. Theory and Practice of Group Counseling. (10th Ed.) 2022.

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 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.*

*****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 applications, etc.***

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 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 Educate for Adaptation to Change. Through this course students apply counseling theories and modalities to a group. Each individual is different and students gain 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) students will:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in mental health, marriage and family, and school counseling.
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes

Upon completion of this course, students will:

1. Describe group processes and dynamics including group development stages within the context of School Counseling, Mental Health Counseling, and Marriage and Family Counseling. This is assessed via essays, research, and presentations (PLO1; PLO3).
2. Define culturally competent group facilitation and its application to group facilitation with diverse populations. This is assessed via essays, research, and presentations (PLO1).
3. Summarize research on effective group facilitation and evidence-based practices as they apply to the group process. This is assessed through essays, research, and presentations (PLO3).
4. Compare and contrast basic counseling theories applied within a group context. This is assessed through exams, essays, research, and presentations (PLO1).
5. Illustrate ethical and professional practice in the group process. This is assessed through group facilitation and the skills proficiency checklist (PLO1).
6. Design and execute a counseling group using appropriate counseling techniques, theories, and activities. This is assessed through group facilitation and the skills proficiency checklist (PLO3; PLO4).

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>

Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10-week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit. The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other

forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

Credit Hour Policy Calculation

This is a three credit hour course requiring 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are expected to spend about 40 hours in class, 5 hours on experiential activity, 20 hours writing and revising the research paper, and 40 hours on assigned readings related to group process theories and models. There will be an additional 30 hours of work required beyond what is listed here (Report presentations, preparing informed consent forms, progress notes, etc.). This additional work will average about 3 hours per week.

<u>Assignment</u>	<u>Points</u>
Group Facilitation & Proficiencies*	30
Informed Consent document	10
Group Progress Notes	20
Reflections	70 (7 @ 10 pts each)
Group Manual & Theory Research Paper and Presentation	50
Weekly Chapter Quizzes	50 (5 @ 10 pts. each)
Total Points =	230

Grading

- A = 90-100%
- B = 80-89%
- C = 0-79%

***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.

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 a graduate programs policy).

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

Assessments

Student performance, relative to the Course Learning Outcomes (CLO) 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 CLO
Group Facilitation & Skills Proficiency	<p>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.</p> <p>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.</p> <p>Students will choose one group process/ technique they will incorporate into their group session that corresponds to the chapter they are presenting on. Each student will facilitate two groups.</p> <p>Each group session will be approximately 60 minutes and will include the following:</p> <ul style="list-style-type: none"> • Opening: 15 minutes <ul style="list-style-type: none"> • Check in, purpose, expectations • Work: 30 minutes <ul style="list-style-type: none"> • Explore topics, build group cohesion • Close: 15 minutes <ul style="list-style-type: none"> • Summarize, check out <p>Prior to the start of the group, students will go through the process of informed consent with the group. 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.</p>	Pass/Fail (30 pts.)	1, 2, 3, 4, 5, 6

	<p>The Informed Consent document must include:</p> <ul style="list-style-type: none"> • 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 <p>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?”</p>		
<p>Informed Consent Document for Group Therapy</p>	<p>Students will create their own Informed Consent form for the group they will be facilitating. The Informed Consent should be between one-and-a-half to 2 pages, 12pt font, single-spaced.</p> <p>Be sure to include:</p> <ol style="list-style-type: none"> 1. Information on the nature, purposes and goals of your specific group. 2. Description of the terms of confidentiality and exceptions to confidentiality, addressing confidentiality within group counseling. 3. Description of group services that will be provided (e.g. frequency and duration of meetings, lengths of a group, place for group meetings, fee, open versus closed groups, etc. 4. The role and responsibility of the group members and the leaders 5. The form should be written in simple language to be understood by clients 	<p>10 pts</p>	<p>2, 3, 4</p>

Group Progress Notes	Students will type a group progress note for each group the student facilitates. Progress note format to be discussed in class and found in Canvas.	20 pts	1, 2, 4
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 student learned.	70 pts (7 @ 10 pts each)	1, 2, 3, 4, 5
Group Manual & Theory Research Paper and Presentation	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 10 pages in length, and in APA format. You will present a summary of the Group Manual and Theory Paper in week 9. The length for the presentation should be 20 minutes and should include an illustration or handout for an activity/topic to be covered in the group.	50 pts.	1, 2, 3, 4, 5, 6, 7, 8
Weekly Chapter Quizzes	Weekly chapter quizzes that will test your knowledge of each chapter's core concepts and the student learning outcomes of this benchmark course.	50 pts. (5 @ 10 pts. each)	1, 2, 3, 4, 5, 6, 7, 8

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.

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>

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 the **Kokua Ike Coordinator** at [\(808\) 739-8305](tel:8087398305) to make an appointment 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. It is your responsibility to send your accommodation letter to your instructor in a timely manner. In other words, the accommodations are not retroactive. So make sure your accommodation letter is sent to your instructor at the start of the term if you plan on requesting accommodations. For more information contact <https://chaminade.edu/student-life/ada-accommodations/>

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.

Counseling Services

Chaminade Counseling Center Students may consider counseling when they may need an unbiased perspective on issues they are facing or when they are unable to manage their own difficulties independently and their day-to-day functioning is being impacted. Information regarding the counseling center can be found at Counseling Center – FAQs – Chaminade University of Honolulu.

The counseling center can be contacted at counselingcenter@chaminade.edu and **808-735-4845**.

Tutoring Center Kokua Ike provides access to free one-on-one tutoring for students, online tutoring via TutorMe, and manages test administration services. Information regarding the tutoring center can be found at <https://chaminade.edu/advising/kokua-ike/> They can be contacted at **808-739-8305**.

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.

Tentative Course Schedule

Date	Topic	Readings	Due
Week 1	Introductions and Syllabus Sign-up for presentations Introduction to Group Work Informed Consent Group Session	Chapter 1, 2 & 3	
Week 2	Group Session #1	Chapter 4 & 5	Informed Consent Reflection 1 Quiz #1
Week 3	Group Session #2	Chapter 6 & 7	Reflection 2 Quiz #2
Week 4	Group Session #3	Chapter 8 & 9	Reflection 3
Week 5	Group Session #4	Chapter 10 & 11	Reflection 4 Quiz #3
Week 6	Group Session #5	Chapter 12 & 13	Reflection 5
Week 7	Group Session #6	Chapter 14	Reflection 6 Quiz #4
Week 8	Group Session #7	Chapter 15	Reflection 7
Week 9	Group Session #8	Chapter 16	Group Progress Notes Quiz #5
Week 10	Group Manual & Theory Research Paper Presentation Group Process Student Evaluations		Group Manual & Theory Research Paper

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

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's Signature:</u>	<u>Date:</u>	<u>Emphasis</u> SC MH MF		
<u>Student's Signature:</u>	<u>Date:</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	1/2/3	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		
2	Restating Skills in Group Setting	Able to restate client communications for concreteness and specificity. Solicits feedback from client as to accuracy of restatement.		
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.		
4	Provides Feedback in Group Setting	Ability to state client strengths and weaknesses and to encourage feedback from other group members as well.		
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.		
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.		
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.		

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.		
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.		
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.		
				TOTAL