



Chaminade University OF HONOLULU

Group Process- PSY 611

[Chaminade University Honolulu](https://www.chaminade.edu/)

3140 Waialae Avenue - Honolulu, HI 96816

Course Number: PSY 611

Course Title: Group Process

College/School/Division Name: School of Education and Behavioral Sciences

Term: Winter 2025

Course Credits: 3

Class Meeting Days/Times Thursdays 5:30- 9:20pm

Class Location: <https://meet.google.com/ahx-oxae-fuu>

Instructor Name: Abby Halston, Ed.D, NCC, LMFT

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Office Location: Behavioral Sciences #111A

Office Hours: Mondays 8-10am and by virtual appointment (email for google meet link)

Required Text:

Groups: Process and Practice 10th Edition; by Marianne Schneider Corey, Gerald Corey, Cindy Corey 10th Edition, 2017 ISBN-13: 978-1305865709. ISBN-10: 1305865707

***Second Benchmark Course - PSY 611** is the second benchmark class where the MSCP faculty continues to observe the actual interpersonal skills and competencies of the students.*

Catalog Course Description

This course explores the theoretical nature of groups and the application of group theory to the group counseling process. In examining and applying theories of group counseling, the student-counselor gains self-understanding of peer behavior, group dynamics, and the group building process as a function of participation in the group process. *Prerequisite: PSY 603*

MSCP Program Learning Outcomes:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Identify counseling theories, principles, concepts, techniques and facts in (Mental Health, Marriage/Family or School) counseling. (the specific emphasis would be stated for each of the emphasis areas)
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Course Description

This course will present the theoretical aspects for group counseling and the application of theory to group process through experiential practice. Students will be given the opportunity to experience being a group member working on self-selected personal growth goals, and being a co-leader. In this process the student will also explore the development of self-understanding,

self-awareness, and interpersonal awareness as a function of participating in the group process.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Course Learning Outcomes

Upon completion of this course, students will be able to:

1. Describe group processes and dynamics including group development stages within the context of School Counseling, Mental Health Counseling, and Marriage and Family Counseling. (PLO 2; PLO3) Define culturally competent group facilitation and its application to group facilitation with diverse populations. (PLO2)
2. Summarize research on effective group facilitation and evidence-based practices as they apply to the group process. (PLO3)
3. Compare and contrast basic counseling theories applied within a group context. (PLO1)
4. Illustrate ethical and professional practice in the group process. (PLO2)
5. Design and execute a counseling group using appropriate counseling techniques, theories, and activities. (PLO3; PLO4)

You are required to actively participate in videotaping and/or role-playing in a group setting. Based on these activities, the instructor will provide each student constructive feedback.

Utilizing a group setting students will also be able to demonstrate an understanding of the following skills and competencies within a group context:

1. Active listening
2. Restating
3. Goal setting
4. Summarization at the end of a group session
5. Provide feedback to group participants
6. Ability to constructively receive feedback from group members
7. Appropriate interaction/social skills with group members
8. Ability to open group sessions
9. Ability to open ongoing group sessions
10. Ability to lead and facilitate the group process
11. Ability to close group sessions

Assessment

Assessment	Description	Points	Applicable SLO
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.	40pts	1, 2, 3, 4, 5, 6, 7, & 8

Informed Consent document for Group Therapy	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.) The Informed Consent paper should be formatted with 12pt font, single spaced and between one-and-a-half pages to 2 pages.	10pts	2, 3, 4, 8
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	<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>		
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 10 pages in length, and in APA format. You will present a summary of their Group Manual and Theory Paper on week 10. 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. The format for this project is under Week 10 on Canvas.</p>	50 pts	1, 2, 3, 4, 5, 6, 7, 8

Group Facilitator Skills & Competencies (Facilitating/ Leading an Experiential Group)	Each student will have the experience of leading a group. 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. 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>).	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.	16 pts	1, 2, 4, 6, 7
Counseling Skill Article Review	Students will research one key group counseling skill (e.g., Active Listening, Empathy, or Termination) by reviewing a peer-reviewed journal article. The assignment includes summarizing the article, analyzing the skill's application in group settings, and reflecting on its practical implementation, all presented in APA format within 2-3 double-spaced pages.	35	2, 3, 4
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

Weekly Quizzes	40
Informed Consent document	10
7 Reflection papers @ 5 pts.	35
Group Progress Notes	10
Group Manual & Theory Research Paper and Presentation	50
Journal Article Review	35
Group Facilitator Skills & Competencies	100
Total Points	280

90-100 = A
80-89 = B
Below 80 = C You must repeat the course

Late work will be accepted until March 16, 2025 with a 50% penalty deduction.

Academic Honesty

Violations of academic honesty principles are extremely serious and won't be tolerated. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an F grade to expulsion from

the University.

Attendance

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

Technical Assistance for Canvas Users:

- Search for help on specific topics or get tips in [Canvas Students](#)
- [Live chat with Canvas Support for students](#)
- Canvas Support Hotline for students: +1-833-209-6111
- Watch this [video to get you started](#)
- [Online tutorials](#): click on “Students” role to access tutorials
- Contact the Chaminade IT Helpdesk for technical issues: helpdesk@chaminade.edu or call (808) 735-4855

Tutoring and Writing Services

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua ‘Ike: Center for Student Learning in a variety of subjects (including, but are not limited to: biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check Kōkua ‘Ike’s website (<https://chaminade.edu/advising/kokua-ike/>) for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click Account – Notifications – TutorMe. For more information, please contact Kōkua ‘Ike at tutoring@chaminade.edu or 808-739-8305.

Disability Access

If you need individual accommodations to meet course outcomes because of a documented disability, please speak with me to discuss your needs as soon as possible so that we can ensure your full participation in class and fair assessment of your work. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from Kōkua ‘Ike: Center for Student Learning by the end of week three of the class, in order for instructors to plan accordingly. If a student would like to determine if they meet the criteria for accommodations, they should contact the Kōkua ‘Ike Coordinator at (808) 739-8305 for further information (ada@chaminade.edu).

TITLE IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a **confidential** source, you may contact the Personal Counseling Center on the Chaminade campus. Phone | [808.735.4845](tel:808.735.4845) |

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.

Course Engagement	Projected Hours of Completion
Assigned Reading	30
Quizzes	25
Journal Article Reviews	25
Reflection Papers	10
Live Group Class Attendance	20
Group Progress Notes	15
Group Manual/Research Paper	15

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a

Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility 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

Virtual meetings: <https://meet.google.com/ahx-oxae-fuu>

Week	Weekly reading and Group Presentation	Assignments Due By Canvas	Due Date By 11:59pm
Week 1 1/9/25	Chapter 1	Quiz Chapter 1 Journal Article Review	1/12/25
Week 2 1/16/25	Chapters 2, 3, 4 Group #1	Informed Consent Quiz Chapters 2, 3 & 4 Reflection Paper #1 Journal Article Review	1/19/25
Week 3 1/23/25	Chapters 5, 6, 7 Group #2	Quiz Chapters 5, 6, & 7 Reflection Paper # 2 Journal Article Review	1/26/25
Week 4 1/30/25	Chapters 8, 9, 10 Group #3	Quiz Chapters 8, 9, 10 Reflection Paper # 3 Journal Article Review	2/2/25
Week 5 2/6/25	Chapter 11 Group #4	Quiz Chapter 11 Reflection Paper #4 Journal Article Review	2/9/25
Week 6 2/13/25	Group #5	Reflection Paper #5 Journal Article Review	2/16/25
Week 7 2/20/25	No Class		2/23/25
Week 8 2/27/25	Group # 6	Reflection Paper # 6 Journal Article Review	3/2/25
Week 9 3/6/25	Group # 7	Reflection Paper # 7 Journal Article Review	3/9/25
Week 10 3/13/25		Group Manual Due	3/16/25

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

Additional Course Reading

- Anderson, D. (2007). Multicultural Group Work: A Force for Developing and Healing. *The Journal for Specialists in Group Work*, 32(3), 224–244 DOI: 10.1080/01933920701431537
- Barak, A., & Dolev-Cohen, M. (2006). Does activity level in online support groups for distressed adolescents determine emotional relief. *Counselling & Psychotherapy Research*, 6(3), 120–124.
- 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.
- Daigle, M., Labelle, R., Daigle, M. S., & Labelle, R. J. (2012). Pilot evaluation of a group therapy program for children bereaved by suicide. *Crisis: The Journal Of Crisis Intervention & Suicide Prevention*, 33(6), 350-357. doi:10.1027/0227-5910/a000147
- Goodrich, K. a. (2015). *Group counseling with LGBTQI persons*. Chapters 2-3. Alexandria, VA: American Counseling Association.
- 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.
- Kline, W. (2003). *Interactive group counseling and therapy*. Columbus, OH: Merrill.
- Kozlowski, K. A., & Holmes, C. M. (2014). Experiences in Online Process Groups: A Qualitative Study. *Journal for Specialists in Group Work*, 39(4), 276–300.
- Nahum, D., & Brewer, M. (2005). Multi-family group therapy for sexually abusive youth. *Journal Of Child Sexual Abuse*, 13(3/4), 215-243.
- Napier, R. & Gershenfeld, M. (2004). A Systems View of Small Group Behavior (chapter 6) *Groups: Theory and experience*. Boston: Houghton Mifflin.
- Pérez-Gualdrón, L., Yeh, C., & Russell, L. (2016). Boys II Men: A Culturally-Responsive School Counseling Group for Urban High School Boys of Color. *Journal of School Counseling*, 14(13),
- Roysircar, G. (2008). A response to 'Social privilege, social justice, and group counseling: an inquiry': Social privilege: counselors' competence with systemically determined inequalities. *Journal for Specialists In Group Work*, 33(4), 377-384.
- Short, E. L., & Williams, W. S. (2014). From the inside Out: Group Work with Women of Color. *Journal for Specialists In Group Work*, 39(1), 71-91.
- Sigurdardottir, S., Halldorsdottir, S., Bender, S. S., & Agnarsdottir, G. (2016). Personal resurrection: female childhood sexual abuse survivors' experience of the Wellness-Program. *Scandinavian Journal of Caring Sciences*, 30(1), 175-186. doi:10.1111/scs.12238
- Singh, A. A., & Hays, D. G., (2008). Feminist group counseling with South Asian women who have survived intimate partner violence. *Journal for Specialists in Group Work*, 33(1), 84-102.
- Singh, A. A., Merchant, N., Skudrzyk, B., & Ingene, D. (2012). Association for Specialists in Group Work: Multicultural and Social Justice Competence Principles for Group Workers. ACA 2012, *ASGW Executive Board Meeting* held in San Francisco, CA

Smith, L. C., & Shin, R. Q. (2008). Social Privilege, Social Justice, and Group Counseling: An Inquiry. *Journal for Specialists In Group Work*, 33(4), 351-366.
doi:10.1080/01933920802424415

Stark-Rose, R. M., Livingston-Sacin, T. M., Merchant, N., & Finley, A. C. (2012). Group Counseling With United States Racial Minority Groups: A 25-Year Content Analysis. *The Journal for Specialists in Group Work*, 37(4), 277–296 DOI: 10.1080/01933922.2012.690831

Thomas, R. V., & Pender, D. A. (2008). Association for Specialists in Group Work: Best Practices. *The Journal for Specialists in Group Work*, 33(2), 111-117. DOI: 10.1080/01933920801971184

Chaminade MSCP PSY 611 Group Process Skills Proficiency Record

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

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

	Skill	Description	Proficiency			Comments
1	Active Listening Skills in Group Setting	Appropriate eye contact, vocal qualities, verbal tracking and body language (Individually/culturally appropriate). Able to ask appropriate questions and identify discrepancies in client communications	1	2	3	
2	Restating Skills in Group Setting	Able to restate client communications for concreteness and specificity. Solicits feedback from client as to accuracy of restatement.	1	2	3	
3	Summarization Skills at end of Group Session	Integration of key elements and themes to provide direction and encouragement. Asks group members to summarize and assess progress toward group goals.	1	2	3	
4	Provides Feedback in Group Setting	Ability to state client strengths and weaknesses and to encourage feedback from other group members as well.	1	2	3	
5	Acceptance of Feedback from Group Members	Thanks group members for feedback received. Accepts feedback in non-defensive manner. Verbally reflects upon feedback for clarification Indicates how feedback may be used for improvement.	1	2	3	
6	Appropriate Social Skills Demonstrated	Accepting of diversity, demonstrating appropriate levels of participation, ability to interact with others in a positive manner and attentive of and regulating own feelings.	1	2	3	

7	Opening of Initial Group Session	Ability to lead and explain format and expectations, ethics, sets time frame and group membership characteristics and ability to assist members in setting appropriate goals for group process.	1	2	3
8	Opening of subsequent Group Sessions	Ability to lead group members in progressing toward completion of unfinished business, focusing skills, linking previous session material to current session material and setting current session agenda.	1	2	3
9	Facilitates Overall Group Progress	Provides encouragement, feedback and reinforcement to group members, assists in monitoring and revising as necessary goal-oriented progress. Appropriate active listening skills utilization.	1	2	3
10	Termination Skills	Ability to summarize and terminate each group session in a timely and appropriate manner. Provides members information on time and number of sessions remaining.	1	2	3

6.