



**Chaminade University of Honolulu**  
**3140 Waiialae Avenue - Honolulu, HI 96816**  
**Course Syllabus**  
**PSY 611: Group Processes**  
**Accelerated Spring 2025**

**Course Number:** PSY 611-01-3

**Course Title:** Group Processes

**Term:** Accelerated Spring 2025; 4/7/2025 – 6/16/2025

**Class Meeting Days:** Thursday

**Class Meeting Hours:** 5:45 pm – 9:50 pm; Behavioral Sciences bldg. 102

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

**Instructor Name:** Dr. Silvia Koch

**Email:** [silvia.koch@chaminade.edu](mailto:silvia.koch@chaminade.edu)

**Phone:** (808) 386-1258 cell; 739-4644 office

**Office Location:** BS 108

**Office Hours:** Available anytime by appointment or request

**Instructor Availability:** Questions for this course can be emailed to the instructor at [silvia.koch@chaminade.edu](mailto:silvia.koch@chaminade.edu). Online, in-person and/or phone conferences can be arranged. Every effort will be made to respond in a timely manner. Response time may take up to 1 day in some circumstances.

**Required Text:**

Theory and Practice of Group Counseling; Gerald Corey, Cengage Learning, 2016, 10<sup>th</sup> Ed.  
 ISBN: 978-0-357-62295-7

*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. The Group Skills Proficiency Record is used. The minimum score to pass the course is 16 points. Below 16, the student is assigned a “C” for the course and must retake the course.*

**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. (PLO2; PLO3)
2. Define culturally competent group facilitation and its application to group facilitation with diverse populations. (PLO2)
3. Summarize research on effective group facilitation and evidence-based practices as they apply to the group process. (PLO3)
4. Compare and contrast basic counseling theories applied within a group context. (PLO1)
5. Illustrate ethical and professional practice in the group process. (PLO2)
6. 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

**Student performance will be assessed throughout the course through participation, reflection papers, quizzes, presentations, group practice, process papers, and an exam.**

1. Reflection **papers** will be turned in for each class reflecting your experience in the previous week's group session. This paper is due at the beginning of the next class. The paper is to be 1-2 pages long, typed, double spaced, size 12 font. These papers will focus on your experience in the group, what you thought, what you felt, and what you did to participate and interact as a group member. (10 points each = 80 points total)
2. Eight **weekly quizzes** will be given covering the previous week's lecture/chapter presentation, and the assigned reading. These quizzes will test your knowledge of each chapter's core concepts and the student learning outcomes of this benchmark course. (10 points each = 80 points total)
3. Students will select **two chapters to present** in class for discussion. Each presentation will include a demonstration of a group exercise or technique from the theory covered by that chapter. (50 points each = 100 total. Please note that for each chapter, 25 points will be given for organization and clarity of the presentation, and 25 points will be given for the activity presented.)
4. A major component of the course is **participation in the groups that peers are leading**. 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. (40 points)
5. Students are required to **lead an experiential group** of their choice. You will facilitate the Opening, the Work, and the Close using the group facilitations skills as a starting point. Groups last 30-45 minutes. (Opening 10 minutes; Work 20 minutes; and Close 10 minutes.) You will receive 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.) You will be assessed for your ability to Open a group (check in, introduce purpose, refer to group expectations, increase energy) do the Work portion (reintroduce purpose, deepen and explore topics, build cohesion between members, retain focus), and close a group (summarize, attend to unfinished business, check-out). (50 points)
6. A **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 what kind of group you would like to lead (purpose & population) and 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 literature. The Group Manual should be no less than 10 pages in length and in APA format. You will present a summary of your Group Manual and Theory Paper starting week 9. The length of the presentation should be 15 minutes and should include an illustration or handout for an activity/topic to be covered in the group. (50 points)

**7. Group Process Skills Proficiency Record.** Students must 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 the course. The minimum score to pass is 16 out of 30. (Pass/Fail)

8. A **final exam** will be given on the last night of class. (50 points)

### **Grading**

8 reflection papers @ 10 pts.	80
8 quizzes @ 10 pts.	80
Two Chapter Presentations @ 50 points each	100
Group member participation	40
Facilitator skills and competencies	50
Group Manual/Theory Research Paper	50
Final Exam	50
<b>Total Points</b>	<b>450</b>

**405-450 = A**

**360-404 = B**

**Below 360 = C You must repeat the course**

### **Academic Honesty**

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

### **Scientific Method Definitions**

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

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

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

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

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

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

Research Design And Counseling  
Heppner, Kivlighan, and Wampold

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

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

Research Method In Social Relations  
Kidder

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

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

Methods In Behavioral Research; Cozby

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

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

### Canvas

**Hardware Requirements:** Canvas is accessible from both PC and Mac computers with a reliable internet connection. You will also need to be able to access audio and video

files. Subsequently, you should have access to speakers or headphones that allow you to hear the audio.

**Software Requirements:** You will need to have some ability to listen to audio in an mp3 format, watch videos in mp4 format, stream online videos, and read .pdf files. There are a number of free software online that can be downloaded for free. If you need assistance with locating software, please feel free to contact the Chaminade Help Desk at [helpdesk@chaminade.edu](mailto:helpdesk@chaminade.edu) or (808) 735-4855.

### **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](mailto:helpdesk@chaminade.edu) or call (808) 735-4855

### **CUH Services and Policies**

#### **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](mailto: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](mailto:ada@chaminade.edu)).

#### **Title IX Compliance**

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or

psychological abuse, 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, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University's Title IX Coordinator, the U.S. Department of Education's Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources](#) website. On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University's Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the Campus Incident Report form. Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: Notice of Nondiscrimination.

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students' cell numbers will be connected to Chaminade's emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Attendance Policy**

If you miss more than one class, you will be given a "C" and you must retake the class. Students with disabilities who have obtained accommodations from the Chaminade University of Honolulu ADA Coordinator may be considered for an exception when the accommodation does not materially alter the attainment of the learning outcomes. Federal regulations require continued attendance for continuing payment of financial aid. When illness or personal reasons necessitate continued absence, the student should communicate first with the instructor to review the options. Anyone who stops attending a course without official withdrawal may receive a failing grade or be withdrawn by the instructor at the instructor's discretion.

### **Academic Conduct Policy**

From the 2019-2020 Undergraduate Academic Catalog (p. 39):

Any community must have a set of rules and standards of conduct with which it operates. At Chaminade, these standards are outlined so as to reflect both the Catholic, Marianist values of the institution and to honor and respect students as responsible adults. All alleged violations of the community standards are handled through an established student conduct process, outlined in the Student Handbook, and operated within the guidelines set to honor both students' rights and campus values.

Students should conduct themselves in a manner that reflects the ideals of the University. This includes knowing and respecting the intent of rules, regulations, and/or policies presented in the Student Handbook, and realizing that students are subject to the University's jurisdiction from the time of their admission until their enrollment has been formally terminated. Please refer to the Student Handbook for more details. A copy of the Student Handbook is available on the Chaminade website.

For further information, please refer to the Student Handbook which is linked annually on the following webpage: <https://chaminade.edu/current-students/>

### **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, practice, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

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 35 hours in class; 28 hours writing reflective papers on the previous week's group session; 15 hours researching, preparing for and presenting 2 chapter presentations from the text; 5 hours preparing for and facilitating a group session; 7 hours participating in peer group sessions; 15 hours researching and writing a group manual; and 10 hours studying for and writing the midterm and final exam. There will be an additional 18 hours of work required beyond what is listed here (course readings, homework assignments, etc.) This additional work will average about 1.8 hours per week.

## **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.

### **1. 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.

### **2. 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.

### **3. 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.

### **4. 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.

### **Native Hawaiian Values**

Education is an integral value in both Marianist and Native Hawaiian culture. Both recognize the transformative effect of a well-rounded, value-centered education on society, particularly in seeking justice for the marginalized, the forgotten, and the oppressed, always with an eye toward God (Ke Akua). This is reflected in the 'Olelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Olelo No'eau 364) May I live by God.
2. Provide an Integral, Quality Education (Na'auao) Lawe i ka ma'alea a kū'ono'ono ('Olelo No'eau 1957) Acquire skill and make it deep.
3. Educate in Family Spirit ('Ohana) 'Ike aku, 'ike mai, kōkua aku kōkua mai; pela iho la ka nohana 'ohana ('Olelo No'eau 1200) Recognize others, be recognized, help others, be helped; such is a family relationship.
4. Educate for Service, Justice and Peace (Aloha) Ka lama kū o ka no'eau ('Olelo No'eau 1430) Education is the standing torch of wisdom.
5. Educate for Adaptation and Change (Aina) 'A'ohe pau ka 'ike i ka hālau ho'okahi ('Olelo No'eau 203) All knowledge is not taught in the same school.

### Tentative Course Schedule

<u>Week</u>	<u>Date</u>	<u>Assignments &amp; Activities</u>
1	4/10/25	Introductions; Overview of Course; Syllabus Review
2	4/17/25	Reflection paper due; Chapter 1 & 2 Presentations; Quiz; Instructor to facilitate a Group session
3	4/24/25	Reflection paper due; Chapter 3 & 4 Presentations; Quiz; Student facilitation of Group
4	5/1/25	Reflection paper due; Chapter 5 & 6 Presentations; Quiz; Student facilitation of Group
5	5/8/25	Reflection paper due; Chapter 7 & 8 Presentations; Quiz; Student facilitation of Group
6	5/15/25	Reflection paper due; Chapter 9 & 10 Presentations; Quiz; Student facilitation of Group
7	5/22/25	Reflection paper due; Chapter 11 & 12 presentations; Quiz Student facilitation of Group
8	5/29/25	Reflection paper due; Chapter 13 & 14 Presentations; Quiz; Student facilitation of Group
9	6/5/25	Reflection paper due; Chapter 15 & 16 Presentations; Quiz; Student facilitation of Group
10	6/12/25	Reflection paper due; Other Counseling Theories Presentations Student facilitation of Group Group manual and Theory Research Paper Due Final Exam Termination of Class as a Group

**Chapter Presentation Sign-ups**  
**(Sign up for 2 chapters or theories)**

<b>Chapter 1 –</b>	<b>Other Counseling theories might include: Dialectical Behavior Therapy (DBT)</b>
<b>Chapter 2 –</b>	<b>Narrative Therapy</b>
<b>Chapter 3 –</b>	<b>Interpersonal Therapy (IPT)</b>
<b>Chapter 4 –</b>	<b>Transactional Analysis</b>
<b>Chapter 5 –</b>	<b>Acceptance and Commitment Therapy (ACT)</b>
<b>Chapter 6 –</b>	<b>Transpersonal Therapy</b>
<b>Chapter 7 –</b>	<b>Eclectic Therapy (an integrative approach)</b>
<b>Chapter 8 –</b>	<b>Creative Arts Therapy (Expressive therapies such as music or play therapy)</b>
<b>Chapter 9 –</b>	
<b>Chapter 10 –</b>	
<b>Chapter 11 –</b>	
<b>Chapter 12 –</b>	
<b>Chapter 13 –</b>	
<b>Chapter 14 –</b>	
<b>Chapter 15 –</b>	
<b>Chapter 16 –</b>	

**Leading a Group**

**Week 3**

**Week 4**

**Week 5**

**Week 6**

**Week 7**

**Week 8**

**Week 9**

## 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	<b>Active Listening Skills in Group Setting</b>	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	<b>Restating Skills in Group Setting</b>	Able to restate client communications for concreteness and specificity. Solicits feedback from client as to accuracy of restatement.	1	2	3	
3	<b>Summarization Skills at end of Group Session</b>	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	<b>Provides Feedback in Group Setting</b>	Ability to state client strengths and weaknesses and to encourage feedback from other group members as well.	1	2	3	
5	<b>Acceptance of Feedback from Group Members</b>	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	<b>Appropriate Social Skills Demonstrated</b>	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	<b>Opening of Initial Group Session</b>	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	<b>Opening of subsequent Group Sessions</b>	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	<b>Facilitates Overall Group Progress</b>	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	<b>Termination Skills</b>	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