



School of Education and Behavioral Sciences
Master of Science in Counseling Psychology

PSY 611 Group Processes

ONLINE Wednesdays 5:30-9:20 pm

Credits: 3 Section: 611-90-3 Term: Fall 2025



Instructor Information

Instructor: Dr. Silvia Koch

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Office Location: Behavioral Science Bldg. room 108

Office Hours: Available anytime by appointment or request

Virtual Office: By appointment

Virtual Office Hours: By appointment

Communication

Questions for this course can be emailed to the instructor at 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 1-2 days in some circumstances.

School & Department Information

School of Education and Behavioral Sciences

Office Location: Behavioral Science Building 108

Phone: (808) 739-4644

If you have questions regarding the School of Education and Behavioral Sciences, reach out to your Instructor or the School of Education and Behavioral Sciences.

Course Description & Materials

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.

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

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

Time Allocation

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.

There is no way to determine how long course activities will take with 100% accuracy. Some students will work faster; others will work slower. Faculty may estimate the difficulty of tasks differently than their peers. We are simply seeking a reasonable estimation that is informed by data provided by the Rice University Center for Teaching Excellence.

Required Materials

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

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

Canvas is a Learning Management System that Chaminade University uses for its courses. Assignments, quizzes, and course documents can be located in the Canvas shell for this course.

Learning Outcomes

Program Learning Outcomes (PLOs)

Upon completion of the MSCP program, the student will be able to:

1. Identify core counseling theories, principles, concepts, techniques and facts.
2. Demonstrate the ability to facilitate the counseling process with clients.
3. Facilitate the counseling process with clients.
4. Identify the relationship between adaptation and change and the counseling process.

Course Learning Outcomes (CLOs)

Upon completion of PSY 611, the student 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. 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>

Marianist Values

This class represents one component of your education at Chaminade University of Honolulu. An education in the Marianist Tradition is marked by five principles and you should take every opportunity possible to reflect upon the role of these characteristics in your education and development:

1. Education for formation in faith.
2. Provide an integral, quality education.
3. Educate in family spirit.
4. Educate for service, justice and peace, and integrity of creation.
5. Educate for adaptation and change.

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 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.

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

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.htm>

Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
Marianist Values	2, 5	4, 5	2	5	2, 4, 5	2, 5
PLOs	2, 3	1	3	1	1	3, 4
Native Hawaiian Values	2, 5	4, 5	2	5	2, 4, 5	2, 5

Course Activities

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. (8 @ 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. (8 @ 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 should 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) as well as the skills on the “Group Process Skill Proficiency Record” form found at the end of this 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. (What counseling theories and modalities work best for the type of group you’re developing?) The paper will include multicultural considerations and a discussion of inclusion and diversity. (What are some multicultural and diversity competencies?) You will have to support your plan for constructing a group informed by research and literature. (What does the literature say about the targeted population for this group?) The Group Manual should be no less than 10 pages in length and in APA format. You will share your Group Manual and Theory Paper with the class, starting week 9. No formal presentation is necessary. (50 points)

7. **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. (50 points)

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
Total Points	450

405-450 = A

360-404 = B

Below 360 = C You must repeat the course

Course Policies

Attendance

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.

Class Structure

This course will be held synchronously online via the google meets conferencing platform. PSY 611 Group Processes is an experiential class. 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.

Late Work

All assignments are due on the date and time specified on the syllabus. Assignments submitted late will receive a 10% deduction to your earned grade for the assignment. Presentations cannot be made up.

Extra Credit

None

Changes to the Syllabus

While the provisions of this syllabus are as accurate and complete as possible, your instructor reserves the right to change any provision herein at any time. Every effort will be made to keep you advised of such changes, and information about such changes will be available from your instructor.

Grades of Incomplete

Incompletes are granted if the student has submitted at least 90% of the assignments by the end of the term and has failed to submit the 10%, which might result in a failing grade. Documentation for reasons an assignment was not submitted in time is required as part of an incomplete request. Contact the instructor for an incomplete request.

Final Grades

Final grades are submitted to [Self-Service](#):

A = 90% and above

B = 80-89%

C = 70-79%

D = 60-69%

F = 59% and below

***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. Presentations/group facilitations cannot be made up.

Important Information

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, in addition to more obvious dishonesty.

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 Academic Division and may include an "F" grade for the work in question, an "F" grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

TITLE IX AND NONDISCRIMINATION STATEMENT:

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex

discrimination or gender-based violence to the campus Title IX Coordinator. For pregnant and parenting students, I am also obligated to provide you with similar resources for support and protections available to you. My goal is to make sure that you are aware of the range of options available to you and have access to the resources and support you need.

Nondiscrimination Policy & Notice of Nondiscrimination

The university is committed to comply with all State and Federal statutes, rules, and regulations which prohibit discrimination. The university is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin (including shared ancestry and ethnic characteristics), ancestry, citizenship, disability, genetic information, marital status, breastfeeding, arrest and court record (except as permissible under State law), sexual orientation, or status as a covered veteran. Inquiries about Title IX or general Civil Rights concerns 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 [HERE](#). *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](#).

Hazing Prevention Resources and Athlete Helpline:

Assists athletes, parents, coaches, and any allies interested in ensuring physical and mental safety for sports communities by offering confidential emotional support, crisis intervention, informational athlete-focused resources, and guidance related to concerns about any type of abuse—including hazing.

Chaminade University's Hazing Policy:

<https://catalog.chaminade.edu/studenthandbook/codeofconduct>

<https://hazingpreventionnetwork.org/athlete-helpline/>

<https://hazingpreventionnetwork.org/how-to-report-hazing/>

Basic Needs Resources: <https://chaminade.edu/basic-needs/>

Campus Safety/ SafeSwords

A program for students, faculty and staff, who may feel uncomfortable or unsafe walking alone on campus, at any time of the day. Call security, and a security professional will meet you at your location on campus. The security professional will escort you to your residence hall, car, etc. Students may utilize this when walking to and from night classes around campus or after late night events. [SafeSwords Webpage](#)

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.

Assessment for Student Work

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

Student with Disabilities Statement

Chaminade University of Honolulu offers accommodations for all actively enrolled 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).

Students are responsible for contacting Kokua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2–3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kokua Ike via email at ada@chaminade.edu each semester if changes or notifications are needed.

Kōkua 'Ike: Tutoring & Learning 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 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 on Account > TutorMe. For more information, please contact Kōkua 'Ike at tutoring@chaminade.edu or 808-739-8305.

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. For more information regarding the Counseling Center services, please visit: <https://chaminade.edu/student-life/counseling-center/counseling-services/>

- Email: counselingcenter@chaminade.edu
- Phone: 808-735-4845.

Tentative Schedule

Week	Date	Assignments & Activities
1	10/8	Introduction: Overview of Course; Syllabus Review
2	10/15	Reflection paper due; Chapter 1 & 2 Presentations; Quiz; Instructor to facilitate a Group session
3	10/22	Reflection paper due; Chapter 3 & 4 Presentations; Quiz; Student facilitation of Group
4	10/29	Reflection paper due; Chapter 5 & 6 Presentations; Quiz; Student facilitation of Group
5	11/5	Reflection paper due; Chapter 7 & 8 Presentations; Quiz; Student facilitation of Group
6	11/12	Reflection paper due; Chapter 9 & 10 Presentations; Quiz; Student facilitation of Group
7	11/19	Reflection paper due; Chapter 11 & 12 presentations; Quiz Student facilitation of Group
8	11/26	Reflection paper due; Chapter 13 & 14 Presentations; Quiz; Student facilitation of Group
9	12/3	Reflection paper due; Chapter 15 & 16 Presentations; Quiz; Student facilitation of Group
10	12/10	Reflection paper due 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)

Chapter 1 –

Chapter 2 –

Chapter 3 –

Chapter 4 –

Chapter 5 –

Chapter 6 –

Chapter 7 –

Chapter 8 –

Chapter 9 –

Chapter 10 –

Chapter 11 –

Chapter 12 –

Chapter 13 –

Chapter 14

Chapter 15 –

Chapter 16 –

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	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

