



School of Education and Behavioral Sciences  
Counseling Psychology

**PSY 611 Group Processes**

Online Synchronous Wednesday from 5:30 pm to 9:20 pm

Credits: #3 Section: #90-3 Term: Winter 2026

## Instructor Information



**Instructor:** Taylor Lum, PsyD

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**Phone:** (808)739 4793

**Office Location:** Behavioral Sciences Room 116

**Office Hours:** By appointment via Zoom

**Virtual Meetings:** <https://chaminade.zoom.us/j/5904720955>

## Communication

The best way to reach me is via email at [taylor.lum@chaminade.edu](mailto:taylor.lum@chaminade.edu). I check messages regularly Monday through Friday and aim to respond within 24–48 hours during the workweek. Messages received on weekends or holidays may receive a response the next business day. Please email if you have any questions or concerns regarding our class. Appointments are available virtually.

Netiquette Expectations: All communication with instructors or peers should reflect professionalism, respect, and empathy. Please:

- Use inclusive and respectful language.
- Avoid slang, sarcasm, or all caps (which can be interpreted as shouting).
- Think before you post; assume good intent, and respond thoughtfully.
- Keep messages on-topic in discussions or forums.

## School & Department Information

### School of Education and Behavioral Sciences

**Website:** <https://chaminade.edu/education-behavioral-sciences/>

Phone: (808) 739-4652

## 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, 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.

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 30 hours online/in-person on the learning management system and/or in class, 30 hours with assigned reading, 25 hours studying and completing quizzes, 25 hours researching and preparing for journal article reviews, 10 hours writing reflection papers, 15 hours writing group progress notes, and 15 hours with researching and preparing their group manual/research paper for the course.

## Required Materials

Corey, G. (2023). *Theory and practice of group counseling* (10<sup>th</sup> ed.). Cengage Learning.

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

Assignments will be posted and turned in on Canvas.

## 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.

This course reflects Marianist values by promoting education for adaptation and change. Through the application of group counseling theories and modalities, students learn to respond effectively to the unique needs of individuals within a group. By practicing counseling skills with peers, students develop greater self-awareness and an understanding of diverse behaviors, fostering flexibility, empathy, and growth in alignment with the Marianist mission.

### 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

### Alignment of Course Learning Outcomes

	CLO 1	CLO 2	CLO 3	CLO 4	CLO 5	CLO 6
<b>Marianist Values</b>	2, 5	4, 5	2	5	2, 4, 5	2, 5
<b>PLOs</b>	2, 3	1	3	1	1	3, 4
<b>Native Hawaiian Values</b>	2, 5	4, 5	2	5	2, 4, 5	2, 5

<b>Gen Ed Learning Outcomes (if applicable)</b>	N/A	N/A	N/A	N/A	N/A	N/A
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## Course Activities

### Group Facilitation Skills & Competencies

This course is a benchmark class. **To meet proficiency in group counseling competencies, students must earn a minimum total score of 35 out of 50, with no individual competency area scored below 3.0, and a minimum score of 3.5 in Ethical Practice in Group Counseling. Failure to meet any of these criteria will result in a rating of Not Proficient and may require remediation.** Students will be evaluated using the Group Counseling Competencies Form (see below) (Pass/Fail; Total = 50 points)

Each student will have the experience of leading two groups with a topic of their choice (e.g., introduction group and follow-up group to the topic). You will facilitate a group session- the Opening, the Work, and the Close using the group facilitation skills as a starting point. Students will develop and organize a plan with materials if needed for the session. You will facilitate about an hour long group (Opening: 15 minutes, Work: 30 minutes, Close: 15 minutes). You will receive feedback from group members. The instructor will provide feedback following each group.

### 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. (10 points)

The following information should be included in the informed consent form:

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
6. Signature and date fields

And it should be written in simple language so it can be easily understood by any client.

### **Group Manual & Theory Research Paper and Presentation**

This assignment is meant to give you the opportunity to think through how you might construct a group. You will decide a) what kind of group you would like to lead (foci, purpose & population), and b) what theory you choose as a foundation for your group. The paper will include multicultural considerations and a discussion of inclusion and diversity. You will have to support your plan for constructing a group informed by research and extant literature. The Group Manual should be no less than 10 pages in length, and in APA format. You will present a summary of 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. (100 points for group manual; 25 points for presentation)

### **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 points)

### **Participation in the Experiential Group**

A major component of the course is participation in the experiential groups. The groups are 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.

### **Reflection Papers**

Reflection papers will be turned in following each experiential group sessions. You will be reflecting on your experience in the group session as a group member and group facilitator. 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. (5 points each; Total = 40 points)

## Chapter Presentations

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.)

The chapter presentations should include, but not limited to, the following:

- Key Concepts
- Applications of theory, modality, and techniques
- Multicultural/diversity perspectives
- Limitations
- Personal reflection of theory, modality, and techniques of the chapter

## Overall Process Reflection and Self-Evaluation Paper

The Overall Process Paper will be 3-5 pages in length, double spaced, 12pt font, Times New Roman or Arial type font. Students will reflect on their overall personal learning and group process learning. This paper will be comprehensive based on what the student learned and how the student learned. Reference group participants anonymously. It will also include a self-evaluation of the Group Counseling Competencies Form. (20 points)

Total Course Points = 355

## Course Policies

### 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.

### Late Work

Assignments are due on the dates specified in the course schedule. Late assignments will be penalized 10% per day, unless prior arrangements have been made with the instructor.

### 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

A grade of "I" (Incomplete) may be assigned only when a student has completed most of the requirements of a course but is unable to complete the remaining work due to extenuating circumstances. The student must have a passing grade in the coursework completed. A written agreement between the student and instructor is required to specify the remaining work and the deadline for its completion.

## Use of Generative Artificial Intelligence (Gen AI)

Students may use Generative AI tools, such as ChatGPT, to support their learning and creativity. These tools can be helpful for brainstorming, refining ideas, and strengthening understanding. To ensure responsible and ethical use, students must follow the guidelines below:

- Any material created with AI must be clearly identified and credited.
- AI tools may not be used to complete assignments or projects in place of the student's own work. Students must make meaningful contributions and revisions to anything generated by AI.
- All submitted work must reflect the student's own thinking and understanding. Using AI-generated content without proper credit is a form of plagiarism and is not allowed.
- Students must explain when and how AI tools were used. This includes naming the tool and describing its role in the assignment.

## 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

## 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.

### **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.

### **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](mailto: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](mailto:tutoring@chaminade.edu) or 808-739-8305.

## Tentative Course Schedule

Virtual Meetings: <https://chaminade.zoom.us/j/5904720955>

<b>Wk</b>	<b>Weekly Reading and Chapter Presentation</b>	<b>Assignment Due on Canvas</b>
<b>1</b> <b>1/14/2026</b>	Introductions, Overview of Course, & Syllabus Review Instructor to lead group session	
<b>2</b> <b>1/21/2026</b>	Chapters 1 and 2 Group Facilitation	
<b>3</b> <b>1/28/2026</b>	Chapter 3 and 4 Group Facilitation	Reflection Paper #1
<b>4</b> <b>2/4/2026</b>	Chapter 5 and 6 Group Facilitation	Reflection Paper #2
<b>5</b> <b>2/11/2026</b>	Chapter 7 and 8 Group Facilitation	Reflection Paper #3
<b>6</b> <b>2/18/2026</b>	Chapter 9 and 10 Group Facilitation	Reflection Paper #4
<b>7</b> <b>2/25/2026</b>	Chapter 11 and 12 Group Facilitation	Reflection Paper #5
<b>8</b> <b>3/4/2026</b>	Chapter 13 and 14 Group Facilitation	Reflection Paper #6
<b>9</b> <b>3/11/2026</b>	Chapter 15 and 16 Group Facilitation	Reflection Paper #7
<b>10</b> <b>3/18/2026</b>	Group Manual Presentations	Reflection Paper #8 Group Manual & Theory Paper

\*Assignments are due before class starts at 5:30 pm.