



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

## PSY 611 Group Processes

ONLINE Mondays 5:30pm-9:20pm

Credits: 3      Section: 611-91-3      Term: Winter 2026

### Instructor Information

**Instructor:** Sheena Galutira, LMHC, NCC, CSAC

**Email:** sheena.galutira@chaminade.edu

**Phone:** 808-739-8557

**Office Location:** Behavioral Science Building 106

**Office Hours:** By Appointment Only

**Virtual Office:** By Appointment Only

**Virtual Office Hours:** By Appointment Only

### Communication

Questions or concerns for this course can be emailed to the instructor at sheena.galutira@chaminade.edu. Online, in-person, and phone conferences can be arranged. Response time will be within 1-3 days during business hours on the weekdays.

### School & Department Information

#### School of Education and Behavioral Sciences

Office Location: Behavioral Science Building 106

Phone: (808) 739-8557

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, 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, 14 hours in writing responses to discussions and peers, and 35 hours researching, conducting a literature review, and writing papers, 10 hours writing reflection papers, 10 hours developing presentations, and 10 hours studying for the final exam. There will be an additional 56 hours of work required of work beyond what is listed here (course readings, homework assignments, etc.) This additional work will average about 6 hours per week.

Note: 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

Corey, G. *Theory and Practice of Group Counseling*. (10th Ed.). 2023.

### 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 'Ōlelo No'eau (Hawaiian proverbs) and Marianist core beliefs:

1. Educate for Formation in Faith (Mana) E ola au i ke akua ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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 ('Ōlelo 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.html>

### 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

Gen Ed Learning Outcomes (if applicable)						
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**Course Activities**

Assignments, Presentations, and Papers	Description	Points
<p><b>Group Facilitation &amp; Skills Proficiencies</b></p>	<p>This course is a benchmark class. The student must meet the minimum score on the Group Skills Proficiency Record. <b>The minimum score to pass is 16 out of 30.</b></p> <p>A score of &lt;16 will result in a failing grade. The student will NOT pass PSY 611 regardless of other scores earned for PSY 611 Group Processes.</p> <p>Students will choose one group process/technique they will incorporate into their group session that corresponds to the chapter they are presenting on. Each student will facilitate two groups.</p> <p>Each group session will be approximately 60 minutes and will include the following:</p> <ul style="list-style-type: none"> <li>• Opening: 15 minutes <ul style="list-style-type: none"> <li>○ Check in, purpose, expectations</li> </ul> </li> <li>• Work: 30 minutes <ul style="list-style-type: none"> <li>○ Explore topics, build group cohesion</li> </ul> </li> <li>• Close: 15 minutes <ul style="list-style-type: none"> <li>○ Summarize, check out</li> </ul> </li> </ul> <p>Prior to the start of the group, students will go through the process of informed consent with the group. Each student will develop an Informed Consent document for the group session they will be facilitating. It should be written in simple and appropriate language that can be easily understood by any client.</p> <p>The Informed Consent document must include:</p> <ul style="list-style-type: none"> <li>• Purpose and goals of the group</li> </ul>	<p>Pass/Fail</p>

	<ul style="list-style-type: none"> <li>• Description of the group format, procedures, and ground rules</li> <li>• Information concerning length, frequency, and duration of meetings; techniques being used; fees; open vs closed group</li> <li>• Confidentiality and exceptions to confidentiality</li> <li>• Roles, rights, and responsibilities of group leaders and members</li> <li>• Signature and date fields</li> </ul> <p>Group participants will be providing feedback to the group leader(s). After each session students will complete an anonymous feedback survey for the group leader(s). Students will also provide verbal feedback to the leader(s) by briefly answering the question “What was my experience in the group session like based on the group leader(s) facilitation?”</p>	
<b>Assessment Group Counselors’ Competencies</b>	<p>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.</p>	Pass/Fail
<b>Group Counseling and Leadership Paper</b>	<p>Students will read the provided article on Canvas and write a 3–4-page, not including the title page and references, reflection paper. The paper should address the following:</p> <ul style="list-style-type: none"> <li>• What is group counseling?</li> <li>• What are my initial thoughts about group counseling?</li> <li>• How do I see myself as a group leader?</li> <li>• What do you think about the idea of “learning about self”?</li> <li>• What do you think about Taoism’s relation to the group process? How do they relate?</li> <li>• Overall thoughts on the article</li> </ul> <p>The paper should be in APA format, 12 point font, 1 inch margins.</p>	10 pts

<b>Progress Notes</b>	The student will type a group progress note for each group the student facilitates. This includes co-facilitations. Progress note format to be discussed in class and found on Canvas.	10 pts (2 @ 5 pts each)
<b>Chapter Presentations</b>	<p>Students will sign up for the week(s) they want to facilitate and co-facilitate a group. Students will also choose a chapter to present on during the week of their lead facilitation. Based on the chapter the student is choosing, the student will utilize a group counseling technique based on the chosen chapter in their group facilitation. Students will present their chapter before the start of the group session. Presentations will be approximately 15-20 minutes. Chapter presentations will be due on the week reflected in the syllabus.</p> <p>The chapter presentations should include, but not limited to, the following:</p> <ul style="list-style-type: none"> <li>• Key Concepts</li> <li>• Applications of theory, modality, and techniques</li> <li>• Multicultural/diversity perspectives</li> <li>• Limitations</li> </ul> <p>Personal reflection of theory, modality, and techniques of the chapter</p>	25 pts
<b>Reflections</b>	Each student will reflect on their experiences in the group session as the group facilitator and/or group participant. All members experience the group differently. Reference group participants (except for group leaders) anonymously in your reflection. Keep identifying information (age, gender, name, etc.) out of your reflection. The reflection should be introspective and based on what and how the student learned.	40 pts (10 @ 4 pts each)
<b>Overall Process Paper</b>	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.	10 pts
<b>Counseling Populations Reflection Paper</b>	Students will research and reflect on a client population that the student currently feels unsure, uncomfortable, or incompetent working with. From a biopsychosocial-spiritual model perspective, students will analyze their selected population and synthesize concepts of	30 pts

	<p>counseling best practices, cultural humility, diversity, and the client information found in research and literature reviews from peer-reviewed journals. A minimum of three (3) credible sources showing empirical evidence of the effectiveness of the counseling theories, techniques, and/or modalities, and cultural approaches is required.</p> <p>Students will write a four (4) page minimum, double-spaced, 12 point font, APA format paper reflecting on the following:</p> <ul style="list-style-type: none"> <li>• Introduction of the chosen population based on the biopsychosocial-spiritual model</li> <li>• What are the counseling evidence-based practices for your chosen population? How might you apply it to group counseling?</li> <li>• What are your thoughts on what it takes to become a multicultural group counselor?</li> <li>• How would you determine your levels of cultural competency and humility?</li> <li>• What are some ways you could bridge the gap in understanding between yourself, a different culture, and your chosen population?</li> <li>• Based on your chosen population, how will you apply counseling best practices, cultural humility, and diversity as a group counselor facilitator?</li> <li>• Personal reflection</li> </ul> <p>APA formatting tutorial:  <a href="http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx">http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx</a></p> <p>The Purdue Owl:  <a href="https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html">https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html</a></p> <p>Info on Biopsychosocial-Spiritual Model:  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750603/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5750603/</a></p> <p>Cultural Humility:  <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3834043/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3834043/</a></p>	
<p><b>Curriculum Development &amp; Research</b></p>	<p>Students will develop a curriculum and write a research paper for a group they would like to lead. <i>Do not choose suicide as a topic for your curriculum.</i> Examples of groups</p>	<p>50 pts – Curriculum 25 -</p>

<p><b>Curriculum Presentation</b></p>	<p>are: anger management, skills groups, psychoeducational, loss, grief, etc. Students will also use research to support their curriculum. The curriculum can be in the form of a paper, written outline, book, syllabus, etc. with content referencing student's research and literature review. Research can be incorporated into the curriculum product (book, syllabus, outline, etc.) or students can submit a minimum 4 page paper in APA format with a works cited page in addition to their curriculum product.</p> <p>Helpful questions to support the curriculum development and research paper:</p> <ul style="list-style-type: none"> <li>• What does literature say about the targeted population for the group?</li> <li>• What counseling theories and modalities work best for the type of group I'm developing?</li> <li>• How would group members develop the skills or learning of the group's intended purpose and goal?</li> <li>• What challenges do my targeted population face?</li> <li>• What are some multicultural and diversity competencies?</li> <li>• What are some challenges and limitations to the curriculum?</li> </ul> <p>*See Group Curriculum Development Handout</p> <p>Presentations will be 10-15 minutes. Students will present the group curriculum they developed on the date specified in the syllabus. Include an example of one group process/technique that is incorporated into the curriculum.</p>	<p>Presentation</p>
<p><b>Attendance &amp; Participation</b></p>	<p>Sharing perspectives and participating in group sessions is what creates a group dynamic. After each group session, students will provide group leaders with anonymous feedback.</p> <p>To receive credit for attendance and participation, students will need to log into Microsoft Teams using a video and audio-enabled device. <b>Cameras are to remain ON for the duration of the group sessions.</b></p>	<p>20 pts</p>

	<i>Please notify the instructor ahead of time if you are unable to attend class due to an emergency.</i>	
<b>Final Exam</b>	The final exam will cover content from the textbook.	100 pts

## Course Policies

### Attendance

If you miss more than one class, that is not considered excusable, you will be given a “C” and you must retake the class. (This is graduate programs policy.)

### Class Structure

This course will be held synchronously online via a video conferencing platform. PSY 611 Group Processes is an experiential class, however 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. Group sessions will have two leaders.

### Late Work

All assignments are due on the date and time specified on the syllabus and/or Canvas. 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 will be determined based on the following percentages:

<u>Assignment</u>	<u>Points</u>
Group Facilitation & Proficiencies*	Pass/Fail
Assessment of Group Counselors' Competencies**	Pass/Fail
Group Counseling and Leadership Paper	10
Progress Notes	10 (2 @ 5 pts each)
Presentations	50 (2 @ 25 pts each)
Reflections	40 (10 @ 4 pts each)
Overall Process Paper	10
Attendance & Participation	20
Counseling Populations Reflection Paper	30
Curriculum Development & Research	75
<u>Final Exam</u>	<u>100</u>
Total Points =	345

Students must pass both the Group Facilitation & Proficiencies and the Assessment of Group Counselors' Competencies to receive a passing grade.

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

- A = 90% and above
- B = 80-89%
- C = 46-79%
- F = 45% and below

***\*A score of <16 on the Group Facilitation & Proficiencies will result in a failing grade regardless of other scores earned.***

***\*\*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 is needed to pass***

**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.

## 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.

### 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](mailto:counselingcenter@chaminade.edu)
- Phone: 808-735-4845.

## Tentative Schedule

Date	Focus & Learning Objectives	Readings	Due
Week 1	<ul style="list-style-type: none"><li>• Welcome, Introductions, Course Syllabus review</li><li>• What is group counseling?</li><li>• Review Group Counseling Skills Proficiencies</li><li>• Informed Consent</li><li>• Group Session</li></ul>	Chapters 1-3	<b>Sign Up for Chapter Presentation</b>
Week 2	<ul style="list-style-type: none"><li>• Group Counseling and Leadership</li></ul>	The Group Leader's Internal Experience	<b>Group Counseling and Leadership Paper</b>

Week 3	<ul style="list-style-type: none"> <li>• Review Counseling Skills Proficiencies</li> <li>• Types of Groups, Stage 1</li> <li>• Ethics and Progress Notes</li> <li>• Chapter Presentation</li> <li>• Group Session</li> </ul>	Chapters 4, 5, and a chapter based on facilitation	
Week 4	<ul style="list-style-type: none"> <li>• Stage 2 and Group Leadership (facilitative and action conditions)</li> <li>• Chapter Presentation</li> <li>• Group Session</li> </ul>	Chapter based on facilitation	<b>Reflection 1 Due</b>
Week 5	<ul style="list-style-type: none"> <li>• Stage 3, and Group Techniques (linking)</li> <li>• Chapter Presentation</li> <li>• Group Session</li> </ul>		<b>Reflection 2 Due</b>
Week 6	<ul style="list-style-type: none"> <li>• Counseling Populations Reflection Paper</li> </ul>	Chapter based on facilitation	<b>Reflection 3 Due</b>
Week 7	<ul style="list-style-type: none"> <li>• Stage 4 and Challenging Situations</li> <li>• Chapter Presentation</li> <li>• Group Session</li> </ul>	Chapter based on facilitation	<b>Counseling Populations Reflection Paper Due</b>
Week 8	<ul style="list-style-type: none"> <li>• Stage 5</li> <li>• Termination</li> <li>• Chapter Presentation</li> <li>• Group Session</li> </ul>	Chapter based on facilitation	<b>Reflection 4 Due</b>
Week 9	<ul style="list-style-type: none"> <li>• Curriculum and Research Presentation</li> <li>• Chapter Presentation</li> <li>• Group Session</li> <li>• Closing and termination</li> </ul>	Chapter based on facilitation	<b>Reflection 5 Due</b> <b>Curriculum and Research Presentation</b>
Week 10	<ul style="list-style-type: none"> <li>• <b>Final Examination</b></li> </ul>		<b>Reflection 6</b> <b>Curriculum and Research Product/Paper Due</b>

			<b>Overall Process Paper Due</b>
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