



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

PSY 611 Group Processes

ONLINE Thursday 5:30 – 9:20 pm

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



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; 23 hours writing reflective papers on the previous week's group session; 15 hours researching, preparing for and presenting 2 chapter presentations from the text; 10 hours preparing for and facilitating group sessions; 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 20 hours of work required beyond what is listed here (course readings, homework assignments, etc.) This additional work will average about 2 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. apply ethical standards, engage in advocacy, and practice within the legal and professional frameworks of the counseling profession across service delivery modalities.
2. integrate foundational counseling knowledge with evidence-based clinical skills to conceptualize client concerns, develop treatment or intervention plans, and facilitate therapeutic change with diverse populations.
3. apply culturally sustaining counseling practices that address systemic barriers, honor diverse identities, and advance justice and peace within the communities they serve.
4. apply the specialized knowledge, skills, and professional dispositions required for their concentration, including preparation for their respective credentialing.

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 (**PLO2; PLO4**).
2. Define culturally competent group facilitation and its application to group facilitation with diverse populations. This is assessed via essays, research, and presentations (**PLO3**).
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 (**PLO2**).
4. Compare and contrast basic counseling theories applied within a group context. This is assessed through essays, research, and presentations (**PLO2**).
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 (**PLO2; 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.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, 4	3	2	2	1	2, 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. If you missed a group session, you may reflect on the current chapter reading. (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.

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. 3-4 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)

Please note that this is a benchmark class. The student must meet the minimum score on the Group Process Skills Proficiency Record. The minimum score to pass is 16 out of 30. A score of less than 16 will result in a failing grade. The student will NOT pass Psy 611 regardless of other scores earned for Psy 611 Group Processes

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. The informed consent document must include:

- Purpose and goals of the group
- Description of the group format, procedures, and ground rules
- Information concerning length, frequency, and duration of meetings; techniques being used; fees; open vs. closed group.
- Confidentiality and exceptions to confidentiality
- Roles, rights, and responsibilities of group leaders and members
- Signature and date fields.

Informed consent format can be found at the end of the syllabus. (25 points)

Students will type **progress notes** for the group he/she facilitates. Progress note format is found at the end of the syllabus. (25 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.

8. A final exam will be given on the last night of class. (40 points) Along with the final exam will be a mandatory requirement for each student to reflect on their professional skills as stated in the **PDCA-R self-assessment form**.

Grading

8 reflection papers 10 pts.	80
8 quizzes @ 10 pts.	80
Two Chapter Presentations 50 points each	100
Facilitating Group	50
Informed Consent	25
Progress Notes	25
Group Manual/Theory Research Paper	50
Process Skills Proficiency Record	mandatory
Professional Dispositions Competency	mandatory
Assessment-Revised (PDCR-R) form	
Final Exam	40
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, & 13 presentations; Quiz; Student facilitation of Group
8	11/26	Thanksgiving Holiday – No classes
9	12/3	Reflection paper due; Chapter 14, 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 – Dr. Koch

Chapter 2 – Dr. Koch

Chapter 3 – Dr. Koch

Chapter 4 – Dr. Koch

Chapter 5 – Dr. Koch

Chapter 6 –

Chapter 7 –

Chapter 8 –

Chapter 9 –

Chapter 10 –

Chapter 11 –

Chapter 12 –

Chapter 13 –

Chapter 14

Chapter 15 –

Chapter 16 –

Group Facilitation**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	

Group Progress Notes Handout

Group Presence:

- Number of people attending group

Group Type:

- What was covered? What was the topic?
- What did group members do?
- How did group leader(s) affect change?

Group Leader Interventions:

- Techniques and/or modalities used
- What did group leader(s) do?

Data and Assessment:

- What happened in the group in relation to the group's purpose/goals?
- How did the group members appear and behave?
- What did the group members share?
- What evidence from the group supports that members are moving toward group goal?
- What counseling theories and/or techniques were used to move the group toward their goal?

Plan:

- Next steps
- What did group members agree to do?
- What assignments, if any, were given to group members?

Sample Group Progress Notes

Group Presence: Five members of the group were present today.

Group Type: The focus of today's group was the subject of social skills. Group members were encouraged to be mindful of conversation cues, and personal impulse. Group members practiced methods and strategies to converse outside of the group setting.

Group Leader Interventions:

- Group leader facilitated discussion about social skills techniques
- Modeled and role-played turn taking
- Provided psychoeducation regarding social cues and nonverbal behaviors

Data and Assessment: Group members kept eye contact for at least 5 seconds. During role-play one member talked for the entire 10 minutes without giving role-play partner time to talk. Three group members seemed to use less inappropriate language compared to previous group sessions. One member stated the group felt less hostile due to the decreased amount of swearing and yelling.

Plan: Group members will practice pausing for a set duration after every thought to allow another group member time to talk.

Informed Consent Form Outline

COUNSELING PROCESS

- Benefits
- Risks
- Client and counselor/leader expectations
- Counselor/leader and client roles and responsibilities

COUNSELING SERVICES

- What can clients expect
- Counseling theories, techniques, modalities
- Type of group
- Frequency and duration
- Open vs closed

CONFIDENTIALITY

- Privacy
- Rights
- Limitations

TELEHEALTH

- Mode of delivery and communications
- Risks
- Privacy

INSURANCE/FEEES

- Types of insurance accepted
- Cost of services
- Is diagnosis necessary for services?

COUNSELING RECORDS

- How are records stored?
- Client access

Signature and Date Fields

Sample Informed Consent Form

COUNSELING PROCESS: Welcome to group. Counselors are often referred to as the group leader(s). Group sessions are to work on areas of _____ and assist you with _____. There are risks and benefits to counseling. Group counseling can be a benefit to most people, however some people might find that counseling is not always helpful. For the group process to be most effective it is important for all members to take an active role in the process. This involves attending group sessions, listening to group leader(s), being honest with group leader(s) and participants, discussing the group process, and completing outside assignments agreed upon with the group leader(s). It is important to discuss any discomfort or behavioral changes you may be experiencing regarding the group process. This document contains information about the services you will be receiving. When you sign this document, it will represent an agreement between the group leader(s) and group participants.

COUNSELING SERVICES: Counseling involves being vulnerable and sharing sensitive, personal, and private information. The group process is confidential and designed to address your concerns, help you develop self-awareness, and learn effective personal and interpersonal coping strategies. This will be achieved through Cognitive Behavioral Therapy, and Humanistic modalities. This group is to assist with people experiencing _____ and will occur ____ days a week for _____ minutes. The group is a closed/open group.

CONFIDENTIALITY: Privacy and confidentiality is essential to effective counseling. Group leader(s) will respect the information shared by the group participants, however privacy may not be guaranteed by other group participants. While privacy is encouraged, group leader(s) can't control the actions of other group participants outside of the group session. In addition, there are other limitations to confidentiality which include:

- If you are under 18, your parents or legal guardian(s) may have access to your records and may authorize release of information to other parties
- Imminent danger
- Emergency
- Abuse or neglect of children, elderly, or disabled persons
- Sexual misconduct
- Court proceedings or subpoena
- Released to other professionals involved in your treatment. This would most commonly be other members of the staff, such as group leader(s) supervisor(s), or your medical providers

The above is a summary on confidentiality. If you have questions about specific situations, please ask your group leader(s).

TELEHEALTH: is a mode of delivery counseling services via communication technologies, such as the internet or phone, to facilitate consultation, treatment, education, and counseling services. Miscommunication between group leaders and members may occur. Despite reasonable efforts and safeguards on the part of the

group leader(s) the counseling sessions and transmission of information could be disrupted or distorted by technical issues and/or interrupted or accessed by unauthorized persons. There is a risk of being overheard by people near group members and group members are responsible for using a location that is private, and free from distractions and intrusions. Telehealth may be effective for some people, and in some instances Telehealth may not provide the same results as in-person counseling.

INSURANCE/FEEES: Health insurance policies usually provide some coverage for counseling services. It is your responsibility to inform the group leader(s) of any changes to coverage. _____ insurance is accepted. You should be aware that most insurance companies require counselors to provide a diagnosis. Diagnosis are technical terms to describe the nature of your issues whether short or long term. Diagnoses come from the DSM-V. Sometimes additional information needs to be provided to insurance companies such as treatment plans or summaries, and/or copies of records. The following fees are charged for services rendered:

- Intake/Assessment/Evaluation (up to 120 mins): \$\$\$
- Group session (60 mins): \$\$
- Treatment team meetings: \$

COUNSELING RECORDS: Counseling records are stored electronically on a secure server and only accessible by the staff. Upon request you may review your counseling records. Requests must be written and provided 24 hours in advance. In order to ensure the information is clearly understood, you will be asked to arrange an appointment with the group leader(s) to go over the information. You have the right to request a copy of your records.

Consent:

I certify that I have read, understand, and agree to abide by the information contained in this Informed Consent for counseling services. I had the opportunity to discuss any questions or concerns about the Informed Consent and any information contained in this form. I hereby give my consent to _____ to evaluate and provide counseling services and/or refer me to others as needed.

Client Signature

Date

Verbal Consent Obtained:

Group leader(s) verbally reviewed the Informed Consent for counseling services with the group member(s). The group members understand and agree to the above information, and has consented to participate in counseling services.

Counselor Signature

Date

Counselor Signature

Date