Groups

PROCESS AND PRACTICE

Tenth Edition

Marianne Schneider Corey
Gerald Corey
Cindy Corey

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Groups

PROCESS AND PRACTICE

10e

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To the youngest members of the Corey group:
Kyla, **Keegan**, and **Corey**.
Their creativity, compassion, energy, and curiosity keep all of us young.

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About The Authors

Marianne Schneider Corey is a licensed marriage and family therapist in California and is a National Certified Counselor. She received her master's degree in marriage, family, and child counseling from Chapman College. She is a Fellow of the Association for Specialists in Group Work and was the recipient of this organization's Eminent Career Award in 2001. She received the Lifetime Achievement Award from the American Mental Health Counselors Association in 2011 and is a member of the American Mental Health Counselors Association. She also holds memberships in the American Counseling Association, the American Group Psychotherapy Association, the Association for Specialists in Group Work, the Association for Multicultural Counseling and Development, the Association for Counselor Education and Supervision, and the Western Association of Counselor Education and Supervision.

Marianne has been involved in leading groups for different populations, providing training and supervision workshops in group process, facilitating self-exploration groups for graduate students in counseling, and cofacilitating training groups for group counselors and weeklong residential workshops in personal growth. Both Marianne and Jerry Corey have conducted training workshops, continuing education seminars, and personal-growth groups in the United States, Germany, Ireland, Belgium, Mexico, Hong Kong, China, and Korea.

In addition to *Groups: Process and Practice*, Tenth Edition (2018, with Gerald Corey and Cindy Corey), which has been translated into Korean, Chinese, and Polish), Marianne has coauthored the following books with Cengage Learning:

- *I Never Knew I Had a Choice*, Eleventh Edition (2018, with Gerald Corey and Michelle Muratori) [Translated into Chinese]
- *Becoming a Helper*, Seventh Edition (2016, with Gerald Corey) [Translated into Korean and Japanese]
- *Issues and Ethics in the Helping Professions*, Ninth Edition (2015, with Gerald Corey, Cindy Corey, and Patrick Callanan) [Translated into Japanese and Chinese]
- *Group Techniques*, Fourth Edition (2015, with Gerald Corey, Patrick Callanan, and Michael Russell) [Translated into Portuguese, Korean, Japanese, and Czech]

Marianne has made educational video programs (with accompanying student workbooks) for Cengage Learning: *Groups in Action: Evolution and Challenges DVD and Workbook* (2014, with Gerald Corey and Robert Haynes); and *Ethics in Action*: *DVD and Workbook* (2015, with Gerald Corey and Robert Haynes).

Marianne and Jerry have been married since 1964. They have two adult daughters, Heidi and Cindy, two granddaughters (Kyla and Keegan), and one grandson (Corey). Marianne grew up in Germany and has kept in close contact with her family and friends there. In her free time, she enjoys traveling, reading, visiting with friends, bike riding, and hiking.

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Gerald Corey is Professor Emeritus of Human Services and Counseling at California State University at Fullerton. He received his doctorate in counseling from the University of Southern California. He is a Diplomate in Counseling Psychology, American Board of Professional Psychology; a licensed psychologist; and a National Certified Counselor. He is a Fellow of the American Psychological Association (Division 17, Counseling Psychology, and Division 49, Group Psychotherapy); a Fellow of the American Counseling Association; and a Fellow of the Association for Specialists in Group Work. He also holds memberships in the American Group Psychotherapy Association; the American Mental Health Counselors Association; the Association for Spiritual, Ethical, and Religious Values in Counseling; the Association for Counselor Education and Supervision; and the Western Association of Counselor Education and Supervision. Both Jerry and Marianne Corey received the Lifetime Achievement Award from the American Mental Health Counselors Association in 2011, and both of them received the Eminent Career Award from ASGW in 2001. Jerry was given the Outstanding Professor of the Year Award from California State University at Fullerton in 1991. He regularly teaches both undergraduate and graduate courses in group counseling and ethics in counseling. He is the author or coauthor of 15 textbooks in counseling currently in print, along with more than 60 journal articles and book chapters. Several of his books have been translated into other languages. *Theory and Practice of Counseling and Psychotherapy* has been translated into Arabic, Indonesian, Portuguese, Turkish, Korean, and Chinese. *Theory and Practice of Group Counseling* has been translated into Korean, Chinese, Spanish, and Russian. *Issues and Ethics in the Helping Professions* has been translated into Korean, Japanese, and Chinese.

In the past 40 years Jerry and Marianne Corey have conducted group counseling training workshops for mental health professionals at many universities in the United States as well as in Canada, Mexico, China, Hong Kong, Korea, Germany, Belgium, Scotland, England, and Ireland. In his leisure time, Jerry likes to travel, hike and bicycle in the mountains and the desert, and drive his 1931 Model A Ford. Marianne and Jerry have been married since 1964. They have two adult daughters (Heidi and Cindy), two granddaughters (Kyla and Keegan), and one grandson (Corey).

Recent publications by Gerald Corey, all with Cengage Learning, include:

- *Groups: Process and Practice*, Tenth Edition (2018, with Marianne Schneider Corey and Cindy Corey)
- *I Never Knew I Had a Choice*, Eleventh Edition (2018, with Marianne Schneider Corey and Michelle Muratori)
- *Theory and Practice of Counseling and Psychotherapy*, Tenth Edition (and *Student Manual*) (2017)
- *Theory and Practice of Group Counseling*, Ninth Edition (and *Student Manual*) (2016)
- *Becoming a Helper*, Seventh Edition (2016, with Marianne Schneider Corey)
- *Issues and Ethics in the Helping Professions*, Ninth Edition (2015, with Marianne Schneider Corey, Cindy Corey, and Patrick Callanan)
- *Group Techniques*, Fourth Edition (2015, with Marianne Schneider Corey, Patrick Callanan, and J. Michael Russell)
- *Case Approach to Counseling and Psychotherapy*, Eighth Edition (2013)
- *The Art of Integrative Counseling*, Third Edition (2013)

Jerry Corey is coauthor (with Barbara Herlihy) of *Boundary Issues in Counseling: Multiple Roles and Responsibilities*, Third Edition (2015) and *ACA Ethical Standards Casebook*, Seventh Edition (2015); he is coauthor (with Robert Haynes, Patrice Moulton, and Michelle Muratori) of *Clinical Supervision in the Helping Professions: A Practical Guide*, Second Edition (2010); he is

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the author of *Creating Your Professional Path: Lessons From My Journey* (2010). All four of these books are published by the American Counseling Association.

He has also made several educational DVD programs on various aspects of counseling practice: (1) *Ethics in Action*: *DVD and Workbook* (2015, with Marianne Schneider Corey and Robert Haynes); (2) *Groups in Action: Evolution and Challenges DVD and Workbook* (2014, with Marianne Schneider Corey and Robert Haynes); (3) *DVD for Theory and Practice of Counseling and Psychotherapy: The Case of Stan and Lecturettes* (2013); (4) *DVD for Integrative Counseling: The Case of Ruth and Lecturettes* (2013, with Robert Haynes); and (5) *DVD for Theory and Practice of Group Counseling* (2012). All of these programs are available through Cengage Learning.

Cindy Corey is a licensed clinical psychologist with a private practice in San Diego, California. She worked for over a decade as a full-time visiting professor in the Department of Counseling and School Psychology at San Diego State University in both the Community-Based Block and Marriage and Family Therapy programs. She received her master's degree in Marriage and Family Therapy from the University of San Diego and her Doctorate (PsyD) in Multicultural Community Clinical Psychology at the California School of Professional Psychology in Alhambra, California. She is a member of the American Counseling Association, the Association for Specialists in Group Work, the American Psychological Association, and the San Diego Psychological Association (SDPA). She served as the chair of the Lesbian, Gay, Bisexual, and Transgender Committee for the SDPA and has been a member of the Multicultural Committee and Women's Committee.

Cindy has focused much of her work in the area of counselor education, specializing in multicultural training, social justice, and community outreach. In addition to teaching at San Diego State University, she taught part time in the PsyD program at Alliant International University in Alhambra. Cindy has also worked as a Contracted Clinician for Survivors of Torture International, focusing primarily on helping Sudanese refugee youth adjust to life in the United States, gain employment, and attend colleges and universities.

Cindy works as a multicultural consultant and has created clinical intervention programs, training manuals, and diversity sensitive curriculum for a variety of schools, businesses, and organizations in the San Diego area. Her private practice focuses on working with women, couples, counselors, and graduate students in counseling programs.

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Preface

This book outlines the basic issues and key concepts of group process and shows how group leaders can apply these concepts in working with a variety of groups. In many ways this is a "how-to" book, but it is also a book about the "why" of group leadership.

When a new edition of one of our books appears, professors often ask, "What is new about this edition?" The philosophy of group work in this book has been consistent since our first edition in 1977. However, this tenth edition of *Groups: Process and Practice* contains many subtle changes in our discussion of the topics within each chapter, and many chapters have undergone considerable revision with new material added. Our thinking has been refined through our group work practice and teaching over the past 40 years (since the original edition), and we have attempted to bring each new edition in line with current practices in the field.

Beginning with the eighth edition we added the contributions of coauthor Cindy Corey, who brings her expertise in multicultural counseling to the practice of group work and to this book. Cindy has integrated current applications of diversity to the practice of group work and has expanded on the topics presented in earlier editions. Many reviewers, and the results survey by users of this book, indicated that they value the practical aspect of *Groups*, and they suggested that we add even more clinical examples to bring the topics of discussion to life. This tenth edition contains many new and expanded examples with a focus on diversity in group work.

What's New in the Tenth Edition of *Groups: Process and Practice*

For the tenth edition, each chapter has been carefully revised and updated to present the current thinking and trends in practice. The following description of the various parts of the book highlights material that has been added, updated, expanded, or revised for the tenth edition.

In Part One we deal with the basic issues in group work; these themes are addressed in the first four chapters:

- Chapter 1 (Introduction to Group Work: A Multicultural Perspective) presents an overview of various types of groups, including an updated discussion of brief groups, as well as our perspective on multicultural group work and becoming a culturally skilled group practitioner, which contains some new material.

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- Chapter 2 (The Group Counselor) addresses the group counselor as a person and as a professional, and topics are illustrated with many examples. This chapter addresses the skills of group leadership and the coleadership model. There is new material on research trends in group work and ways that research can enhance one's group practice, with particular emphasis on common factors such as the therapeutic relationship.
- Chapter 3 (Ethical and Legal Issues in Group Counseling) has been revised to conform to the 2014 *ACA Ethics Code* as applied to group work. The chapter covers updated material on the ethical and legal aspects of group counseling, as well as ethical issues in training group workers with the use of experiential groups, assessing competence, and managing multiple roles and relationships in teaching group counseling courses. Featured in this chapter are social justice issues in group work and ethical concerns when using group techniques.
- Chapter 4 (Theories and Techniques of Group Counseling) highlights the relationship between theory and technique and addresses topics such as theory as a roadmap, using techniques effectively, and developing an integrative approach to group practice. This chapter is organized by four general theories: psychodynamic approaches, experiential and relationship-oriented approaches, cognitive behavioral approaches, and postmodern approaches to group counseling. Specific theoretical perspectives on the practice of group work include psychoanalytic therapy, Adlerian therapy, existential therapy, person-centered approach, Gestalt therapy, psychodrama, behavior therapy, cognitive therapy, cognitive behavior therapy, rational emotive behavior therapy, reality therapy, solution-focused brief therapy, narrative therapy, motivational interviewing, feminist therapy, and multicultural perspectives. The motivational interviewing section is new to this edition. Also included is a brief discussion of how to develop an integrative approach to group counseling.

In Part Two separate chapters deal with group process issues for each phase in the evolution of a group. These issues include designing a group and getting one started, working effectively with a coleader at each stage of a group, member roles and leader functions, problems that can occur at different times in a group, and techniques and procedures for facilitating group process. In Chapters 5 through 9 we have included a consideration of how diversity influences both the process and outcomes of groups, and new examples from a diversity perspective illustrate key challenges for each of the stages in a group's development. Special features in Chapters 5 through 9 that are new to this edition include the following:

Critical Incidents illustrates a situation associated with a stage in the group. The situation is briefly described, questions are raised, clinical reflections are given, and possible interventions to address the incident are suggested. The aim is to stimulate discussion in class on how to critically analyze the critical incident. The primary goal of this activity is to provide a clinical context for the material covered throughout the chapter.

Learning in Action presents activities integrated within the chapters that can be used with the entire class, in small groups, or at home. These activities are intended to have multiple uses in academic settings, and many are appropriate to use in clinical settings with group members as well.

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Journal Prompts are a way to further the professional and personal development of the reader and may also be used with group members in a clinical setting throughout various stages of a group.

- Chapter 5 (Forming a Group) demonstrates how important careful thought and planning are in laying a solid foundation for any group. The factors we emphasize include designing a proposal for a group, attracting members, screening and selecting members, and the orientation process.
- Chapter 6 (Initial Stage of a Group) addresses specific group process concepts during the early phase of a group's development. There is a discussion of cultural considerations, dealing with a hidden agenda, the role of leader self-disclosure, and ways to create trust early in a group.
- Chapter 7 (Transition Stage of a Group) offers a reframing and reconceptualization of resistance and provides ideas related to understanding and working with difficult group behaviors therapeutically. There is more emphasis on understanding and honoring clients' resistance and new material on motivational interviewing as a way to address ambivalence and increase motivation to change. We highlight the necessity of understanding how cultural factors can account for behavioral manifestations that may appear to be problematic behavior and consider conflict and confrontation from a cultural perspective. There are more examples of both leader behavior and member behavior pertaining to dealing with mistrust in a group and how to increase trust. An expanded discussion of the role of transference and countertransference includes guidelines for dealing effectively with countertransference.
- Chapter 8 (Working Stage of a Group) includes an expanded discussion of the therapeutic factors operating in a group. Factors given special attention include member self-disclosure, guidelines for leader self-disclosure, feedback, confrontation, and group cohesion.
- Chapter 9 (Final Stage of a Group) entails a discussion on the tasks of terminating a group experience. Increased emphasis is given to dealing with emotional reactions pertaining to termination and to addressing unfinished business in a group.

Part Two includes numerous examples that illustrate a variety of leader interventions in response to the problems often encountered in facilitating a group. We tie in the theoretical approaches covered in Chapter 4 to the various topics in the stages of a group. We also have linked the group proposals described in Chapters 10 and 11 to selected topics so readers can see practical examples of the concepts being discussed. Each chapter in this section contains a summary of the characteristics of the particular stage along with member functions and leader functions at each stage of group development. The chapters conclude with several exercises that can be done either at home or in the classroom. We have integrated citations to relevant research when it was available, and we draw on our own experience in group work for personal examples and share our perspectives on the topics we explore. We have attempted to keep the reader-friendly writing style that students say they appreciate.

In Part Three we show how the basic concepts examined in Part Two can be applied to specific types of groups in the schools and in community agency settings. We offer guidelines for group leaders who want to design groups specifically for children, adolescents, adults, and older adults in different settings.

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The 12 group proposals focus on the unique needs of each kind of group and how to meet those needs.

- Chapter 10 (Groups in School Settings) includes five group proposals for children and adolescents. This chapter consolidates material from two chapters in earlier editions and gives increased attention to the guidelines for group work with children and adolescents.
- Chapter 11 (Groups in Community Settings) features seven group proposals for adult groups at various developmental stages and with particular life issues. A new group proposal on treating people with substance use disorders has been added.

This edition of *Groups* is aligned with the CACREP 2016 Standards for Group Counseling and Group Work; all of the chapters address specific standards. We have added learning objectives for all of the chapters, with specific attention given to the CACREP standards identified for each chapter.

Groups: Process and Practice is intended for graduate and undergraduate students majoring in psychology, sociology, counseling, clinical mental health counseling, social work, marriage and family therapy, education, and human services who are taking courses in group counseling or group leadership. Others who may find this book useful in their work are social workers, rehabilitation counselors, teachers, pastoral counselors, correctional workers, and marriage and family therapists.

Ancillaries

We have developed a self-study DVD program and workbook combination titled *Groups in Action: Evolution and Challenges* that can be used as an integrated learning package with *Groups: Process and Practice*. This self-study program consists of three parts. The first program, *Evolution of a Group* (2 hours) depicts central features that illustrate the development of the group process and how the coleaders facilitated that process as the group moved through the various stages: initial, transition, working, and ending. The second program, *Challenges for Group Leaders* (90 minutes) demonstrates ways to work therapeutically with a variety of difficult behaviors in groups and approaches to addressing diversity issues in group counseling. The third program contains *Lecturettes on Theories and Techniques of Group Counseling* (1 hour) by Jerry Corey. An overview of the various theories and their application to techniques in group work are discussed here. The *Workbook* that accompanies this video program includes key points and questions for reflection on the lecturettes on theories and techniques of group counseling. The videos and the workbook are designed to be an integrated package. This program utilizes an interactive format and requires students to become active learners as they study the group process in action.

Groups: Process and Practice comes with MindTap, an online learning solution created to harness the power of technology to drive student success. This cloud-based platform integrates a number of learning applications ("apps") into an easy-to-use and easy-to-access tool that supports a personalized learning experience. MindTap combines student learning tools—readings, multimedia, activities, and

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assessments—into a singular Learning Path that guides students through the course. This MindTap includes:

- Original videos modeling specific group counseling skills in simulated group scenarios
- Self-assessments, reflection questions, discussion activities, and case studies
- Interactive Helper Studio video exercises
- Discussion questions and activities that allow students to collaborate with their peers to develop solutions and responses in an online environment
- Chapter quizzes at the end of each chapter
- A glossary and flashcards of key terms and concepts

An *Instructor's Resource Manual* for this tenth edition of *Groups: Process and Practice* is also available. It contains multiple-choice test items, essay exam questions, questions for reflection and discussion, additional exercises and activities, guidelines for using the *Groups in Action: Evolution and Challenges* program with this book, reading suggestions for instructors in preparing classes, a survey of current practices in teaching group counseling courses, power point lecture slides, and examples of course outlines. We also describe our approach to workshops in training and supervising group leaders, which can be incorporated in many group courses.

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Finally, as is true of all our books, *Groups: Process and Practice* continues to develop as a result of a team effort, which includes the combined efforts of several people at Cengage Learning: Jon Goodspeed, Product Director; Julie Martinez, Product Manager, Counseling, Social Work, & Human Services; Alexander Hancock, Associate Content Developer, Sociology, Counseling, and Social Work; Vernon Boes, Art Director; Jeanne Calabrese for her work on the interior design and cover of this book; and Rita Jaramillo, Content Project Manager. Thanks to Ben Kolstad of Cenveo Publisher Services, who coordinated the production of this book. Special recognition goes to Kay Mikel, the manuscript editor of this edition, whose exceptional editorial talents continue to keep this book reader friendly. Susan Cunningham updated the *Instructor's Resource Manual* and other supplements, created and revised test items to accompany this text, and prepared the index. The efforts and dedication of all of these people have contributed to the high quality of this edition.

Marianne Schneider Corey
Gerald Corey
Cindy Corey

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Groups

PROCESS AND PRACTICE

10e

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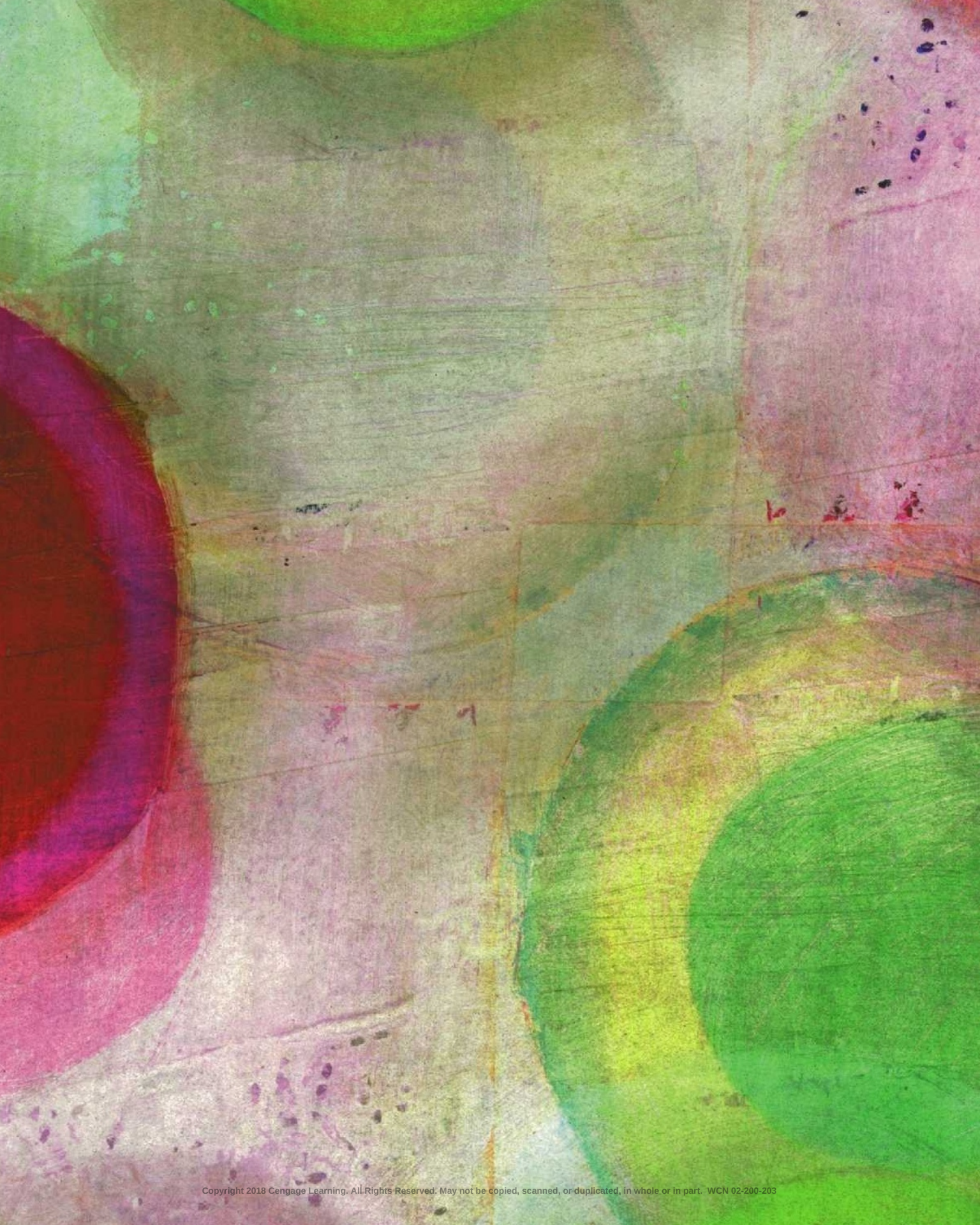

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Introduction: Basic Issues in Group Work

The effort involved in setting up and leading groups is considerable, yet we believe this commitment is essential in facilitating successful groups. Well-run groups provide members with a place to give and receive feedback, to gain insight into their interpersonal dynamics, and to address aspects of their lives they want to change. A colleague of ours once said, "Individuals are wounded in relationships and can heal in relationships." Oftentimes, however, the people who have wounded us are not the people with whom we heal. Group counseling provides a powerful place for healing. Participants can rewrite old scripts that no longer serve them and practice new ways of being in relationship with others. A group can be either a force for healing or a force for harm. Effective group leaders provide a safe place that encourages members to participate fully and to take risks. Groups have much to offer, but designing and facilitating groups in a variety of settings is a complex undertaking. In this book we offer some blueprints for forming and conducting groups in a manner that will release the strivings for health within individuals.

Part One addresses the fundamentals of group work and provides guidelines for beginning your own work as a group leader. These chapters emphasize the importance of developing a personal style of group leadership and conceptualizing an approach to the practice of group work. In our work as group leaders we actively facilitate the group, especially during the beginning and ending phases. Most groups are time limited, and our interventions and structuring are aimed at assisting members to fully use the group process to attain their personal goals. During the initial stage we devote time to teaching members how to get the most from a group experience. Toward the end of a group we assist members in conceptualizing what they have learned so they can maximize their gains and apply new behaviors to everyday life.

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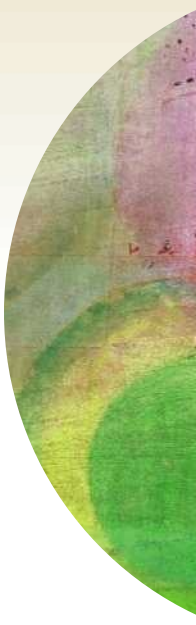
CHAPTER 1

Introduction to Group Work: A Multicultural Perspective

Introduction
An Overview of Various Types of Groups
A Multicultural Perspective on Group Work
Becoming a Culturally Skilled Group Counselor
Points to Remember
Exercises
Guide to Groups in Action: Evolution and Challenges DVD and Workbook



CHAPTER LEARNING OBJECTIVES

1. Briefly introduce the major topics of group work
2. Describe the types of groups and other considerations that affect conducting groups in varied settings (CACREP, 2016, Standard F)
3. Identify the key aspects of brief group therapy
4. Introduce some basic ideas of multicultural perspectives on group work
5. Discuss what is involved in becoming a culturally skilled group worker
6. Identify ethical and culturally relevant strategies for designing and facilitating groups (CACREP, 2016, Standard G)

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You are a college counselor working in the Educational Opportunity Program with students on academic probation. Several themes are emerging as reasons students tend to have difficulties with their academic performance. You have decided to form a group that will meet each week to help these students succeed academically. What kind of group will you provide—open group, closed group, short-term or long-term group, support group, psychoeducational group, collaborative leadership, structured, unstructured—how will you decide? Think about the problems a first-generation student might be facing from a sociocultural perspective and outline the methods you think would be most effective in addressing these issues in a group setting:

- What issues are these students facing, both internally and externally, at home and within the educational institution?
- Which types of groups would have the greatest impact for these students?
- What strengths do you have as a counselor in working with this population?
- What areas of growth or training might you need to pursue?

LO1

Introduction

Groups are an excellent treatment choice for numerous intrapersonal and interpersonal issues and for helping people change. Counseling groups are being offered in all kinds of settings today and for many different client groups. Most are short-term groups designed for specific client populations rather than unstructured personal-growth groups. These groups are designed to remediate specific problems or to prevent problems. Many of the problems that bring people to counseling involve difficulties in forming or maintaining intimate relationships. People often believe their problems are unique and that they have few options for making significant life changes. They may be at a loss in knowing how to live well with the ones they love. Groups provide a natural laboratory and a sense of community that demonstrates to people that they are not alone and that there is hope for creating a different life. As you will see in the chapters that follow, part of the reason groups are so powerful is because participants have the opportunity to try out different strategies for resolving their long-term problems.

LO2

An Overview of Various Types of Groups

The broad purposes of a **therapeutic group** are to increase members' knowledge of themselves and others, to help members clarify the changes they most want to make in their lives, to provide members with the tools they need to make these changes, and to support their changes. By interacting with others in a trusting and accepting environment, participants are given the opportunity to experiment with novel behavior and to receive honest feedback from others concerning the effects of their behavior. As a result, individuals learn how they affect others.

Different types of groups require different levels of leader competence and training, but all group leaders must have some common basic competencies. It is

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important to distinguish among group types and purposes, and to deliver those services that the group leader lists in marketing the group, so that potential group members know what kind of group they are considering joining. We identify some different types of groups in the following sections, but there is considerable overlap among these groups. The Association for Specialists in Group Work (ASGW, 2000) has identified a set of core competencies in general group work. These standards make it clear that mastery of the basic knowledge and skills all leaders need to possess does not qualify a group worker to independently practice in any group work specialty. In addition to core competencies, group practitioners must possess advanced competencies relevant to their specialty. The Association for Specialists in Group Work (ASGW, 2000) has identified four areas of advanced practice, referred to as specializations, which we consider next: (a) task groups, (b) psychoeducational groups, (c) counseling groups, and (d) psychotherapy groups.

Task Groups

Task groups (or task facilitation groups) are common in many organizations and agencies, and they include task forces, committees, planning groups, staff development groups, treatment conferences, community organizations, social action groups, discussion groups, study circles, learning groups, school groups, and other similar groups. Task groups are common in community, business, and educational settings. The task group specialist might develop skills in organizational assessment, training, program development, consultation, and program evaluation. The focus of these groups is on the application of group dynamics principles and processes to improve practice and to foster accomplishment of identified work goals.

Both leaders and participants of task groups tend to want to get down to business quickly, but focusing exclusively on the task at hand (content) can create problems for the group. A leader's failure to attend to here-and-now factors is likely to result in a group that becomes riveted on content concerns and has little appreciation for the role played by process issues in the success of a group. If interpersonal issues within the group are ignored, cooperation and collaboration will not develop, interpersonal issues may intensify, and it is unlikely that group goals will be met. It is essential that group leaders recognize that process and relationships are central to meeting the goals in this type of group. One of the leader's tasks is to assist participants in understanding how attention to this interpersonal climate directly relates to achieving the purpose and goals of the group. Learning interpersonal skills for working on a team is enhanced when participants can practice these skills in a group setting (Falco & Bauman, 2014).

Psychoeducational Groups

The psychoeducational group specialist works with relatively well-functioning group members who may have an information deficit in a certain area, such as parenting or anger management skills. **Psychoeducational groups** focus on developing members' cognitive, affective, and behavioral skills through a structured set of procedures within and across group meetings. The goal is to provide members with targeted education on a variety of psychological issues or informational deficits. This group work specialization deals with imparting, discussing, and

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integrating factual information. New information is incorporated through the use of planned skill-building exercises. An example of a psychoeducational group is a substance abuse prevention group. Intervention strategies based on psychoeducational formats are increasingly being applied in health care settings (see Drum, Becker, & Hess, 2011; McCarthy & Hart, 2011) and in relationship education with couples (Carlson, Barden, Daire, & Greene, 2014).

Although the topics vary, psychoeducational groups share the goals of increasing members' awareness of a life problem and providing skills training to help members cope with situations. These groups can be useful in enhancing or building on members' existing skills. Generally, sessions are 2 hours each week for 4 to 15 weeks. However, some group sessions may be as short as 30 to 45 minutes, especially with children, or for clients who have a shorter attention span or who have only basic cognitive functioning.

Psychoeducational groups fit well into today's managed health care scene because they can be designed to be brief, cost-effective treatments. For similar reasons, schools often use groups as the treatment of choice. These groups are typically time limited and have narrow goals. They often focus on symptomatic relief, teaching participants problem-solving strategies, and developing interpersonal skills that can accelerate personal changes.

Integrating counseling with psychoeducational interventions has been successful in both social and academic development groups in school settings (Steen, Henfield, & Booker, 2014). This combination of group counseling methods provides the opportunity to facilitate self-awareness and to present skills information. Examples include communication and social skills groups, friendship groups, bullying prevention groups, and groups for making decisions about careers. Psychoeducational groups provide opportunities for students to learn new information and skills, and group leaders frequently link members so they can see that others share their concerns (Falco & Bauman, 2014).

At the beginning of a psychoeducational group, members often are asked to complete a questionnaire on how well they are coping with the area of concern. The work of these groups may include structured exercises, readings, homework assignments, and contracts. When the group comes to an end, another questionnaire is completed to assess members' progress. Psychoeducational groups are useful for a broad range of problems, including stress management, substance abuse and sobriety issues, interpersonal violence, anger management, and behavioral problems. In a college setting, resident assistants (RAs) may benefit from psychoeducational groups to help them gain the knowledge and skills needed to problem solve with college students.

The emphasis on learning in psychoeducational groups provides members with opportunities to acquire and refine social skills through behavioral rehearsal, skills training, and cognitive exploration. The intervention strategies used in psychoeducational groups are largely based on the transmission of information basic to making changes and teaching a process for bringing about these changes. The leader's main tasks are to provide instruction and to create a positive and safe climate that fosters learning (Drum et al., 2011). Chapter 10 and Chapter 11 illustrate proposals for psychoeducational groups appropriate for schools and community agencies.

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Counseling Groups

The group worker who specializes in counseling groups helps participants resolve the usual, yet often difficult, problems of living. Career, education, personal, social, and developmental concerns are frequently addressed. This type of group differs from a psychotherapy group in that it deals with conscious problems, is not aimed at major personality changes, is generally oriented toward the resolution of specific short-term issues, and is not concerned with treatment of the more severe psychological and behavioral disorders. These groups are often found in schools, college and university counseling centers, churches, and community mental health clinics and agencies.

Counseling groups focus on interpersonal process and problem-solving strategies that stress conscious thoughts, feelings, and behavior. Although the emphasis is on conscious material, it is not uncommon for unconscious material to emerge. The group leader needs to be prepared to deal with what emerges in a way that is congruent with the purpose and goals of the group. Counseling groups may be designed for prevention, development, or remediation purposes. They emphasize interactive group process for those who may be experiencing transitional life problems, are at risk for developing personal or interpersonal problems, or who want to enhance their relationships. A counseling group may help participants resolve problems in living or dealing with developmental concerns. This kind of group also uses interactive feedback and support methods in a here-and-now time frame. The focus of the group often is determined by the members, who are basically well-functioning individuals, and the group is characterized by a growth orientation. Members of a counseling group are guided in understanding the interpersonal nature of their problems. With an emphasis on discovering inner resources of personal strength and constructively dealing with barriers that are preventing optimal development, members expand their interpersonal skills to better cope with both current difficulties and future problems. These groups provide the support and the challenge necessary for honest self-exploration. Participants can benefit from the feedback they receive from others by comparing the perceptions they have of themselves with the perceptions others have of them, but ultimately members must decide for themselves what they will do with this information.

Counseling groups range from those with an open structure, in which participants shape the direction of the group, to those characterized by a specific theme. But they all share these goals:

- Helping people develop more positive attitudes and better interpersonal skills
- Using the group process to facilitate behavior change
- Helping members transfer newly acquired skills and behavior learned in the group to everyday life

The counselor's job is to structure the activities of the group, to see that a climate favorable to productive work is maintained, to facilitate members' interactions, to provide information that will help members see alternatives to their modes of behavior, and to encourage members to translate their insights into concrete action plans. To a large extent, counseling group leaders carry out this role by

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