GROUPS

PROCESS and PRACTICE

Marianne Schneider Corey

Gerald Corey

Cindy Corey

NINTH EDITION

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PROCESS and PRACTICE

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NINTH EDITION

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PROCESS and PRACTICE

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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. She also holds memberships in the American Counseling Association, the Association for Specialists in Group Work, the American Group Psychotherapy Association, the American Mental Health Counselors Association, the Association for Counselor Education and Supervision, the Association for Multicultural Counseling and Development, and the Western Association for 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 co-facilitating 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. She sees groups as the most effective format in which to work with clients and finds it the most rewarding for her personally.

Marianne has coauthored the following books with Brooks/Cole, Cengage Learning, all of which have been translated into various languages:

- *I Never Knew I Had a Choice,* Tenth Edition (2014, with Gerald Corey)
- *Issues and Ethics in the Helping Professions,* Eighth Edition (2011, with Gerald Corey and Patrick Callanan)
- *Becoming a Helper,* Sixth Edition (2011, with Gerald Corey)
- *Group Techniques,* Third Edition (2004, with Gerald Corey, Patrick Callanan, and Michael Russell)

Marianne has made educational video programs (with accompanying student workbooks) for Brooks/Cole, Cengage Learning: *Groups in Action: Evolution and Challenges DVD and Workbook* (2014, with Gerald Corey and Robert Haynes); and *Ethics in Action*: *CD-ROM* (2003, with Gerald Corey and Robert Haynes).

Marianne and Jerry have been married since 1964. They have two adult daughters, Heidi and Cindy, two granddaughters, and one grandson. 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.

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; a National Certified Counselor; a Fellow of the American Psychological Association (Counseling Psychology); a Fellow of the American Counseling Association; and a Fellow of the Association for Specialists in Group Work (ASGW). Along with Marianne Schneider Corey, Jerry received the Lifetime Achievement Award from the American Mental Health Counselors Association in 2011 and the Eminent Career Award from ASGW in 2001. He also received 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 16 textbooks in counseling currently in print, along with numerous journal articles.

Jerry and Marianne Schneider Corey often present workshops on the topic of group counseling. In the past 35 years the Coreys 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, and drive his 1931 Model A Ford. The Coreys have been married for 48 years; they have two adult daughters and three grandchildren.

He holds memberships in the American Counseling Association; the American Psychological Association; the Association for Specialists in Group Work; 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 for Counselor Education and Supervision.

Recent publications by Jerry Corey, all with Brooks/Cole, Cengage Learning, and most having been translated into various languages, include:

- *I Never Knew I Had a Choice*, Tenth Edition (2014, with Marianne Schneider Corey)
- *Theory and Practice of Counseling and Psychotherapy*, Ninth Edition (and *Student Manual*) (2013)
- *Case Approach to Counseling and Psychotherapy*, Eighth Edition (2013)
- *The Art of Integrative Counseling*, Third Edition (2013)
- *Theory and Practice of Group Counseling*, Eighth Edition (and *Student Manual*) (2012)
- *Becoming a Helper*, Sixth Edition (2011, with Marianne Schneider Corey)
- *Issues in Ethics in the Helping Professions*, Eighth Edition (2011, with Marianne Schneider Corey and Patrick Callanan)
- *Group Techniques*, Third Edition (2004, with Marianne Schneider Corey, Patrick Callanan, and J. Michael Russell)

Jerry is coauthor (with Barbara Herlihy) of *Boundary Issues in Counseling: Multiple Roles and Responsibilities,* Second Edition (2006), and *ACA Ethical Standards Casebook,* Sixth Edition (2006); 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 the author of *Creating Your Professional Path: Lessons From My Journey* (2010). All four of these books are published by the American Counseling Association.

Jerry has made several educational DVD and video programs on various aspects of counseling practice: (1) *Groups in Action: Evolution and Challenges DVD and Workbook* (2014, with Marianne Schneider Corey and Robert Haynes); (2) *DVD for Theory and Practice of Counseling and Psychotherapy: The Case of Stan and Lecturettes* (2013); (3) *DVD for Integrative Counseling: The Case of Ruth and Lecturettes* (2013, with Robert Haynes); (4) *DVD for Theory and Practice of Group Counseling* (2012); and (5) *Ethics in Action*: *CD-ROM* (2003, with Marianne Schneider Corey and Robert Haynes). All of these programs are available through Brooks/Cole, Cengage Learning.

CINDY COREY is a licensed clinical psychologist with a private practice in San Diego, California, and is currently a full-time Visiting Professor in the Community Based Block Program at San Diego State University. 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. She taught part-time in the Marriage and Family Therapy Program at San Diego State University and in the PsyD program at Alliant International University in Alhambra. In addition to teaching, Cindy worked as a Contracted Clinician for Survivors of Torture International and continues to work on a volunteer basis with the Lost Boys of Sudan, focusing primarily on helping the young refugees 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. Her private practice focuses mainly on working with college students, couples, and graduate students in counseling programs, and she conducts personal-growth groups for counselors in training. Cindy and her husband live in Southern California with their two daughters.

To Brian Leeds and Matthew Nance, the loving and engaged fathers to our delightful three grandchildren.

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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 ninth 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 35 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 present edition. 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 of a Web 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 ninth edition contains many new and expanded examples with a focus on diversity in group work.

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

For the ninth edition, each chapter has been carefully reviewed 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 ninth edition.

In Part 1 we deal with the basic issues in group work; these themes are addressed in the first four chapters:

- Chapter 1 (Introduction to Group Work) 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 diversity-competent group practitioner, which contains some new material.
- 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

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model. There is new material on research trends in group work and ways that research can enhance one's group practice.

- Chapter 3 (Ethical and Legal Issues in Group Counseling) covers updated material on the ethical and legal aspects of group counseling, as well as other topics such as ethical issues in training group workers. There are new sections on social justice issues in group work and on ethical concerns when using group techniques. This chapter has been revised to encompass a comprehensive discussion of both ethical aspects of group work and risk management practices.
- Chapter 4 (Theories and Techniques of Group Counseling) is new to this edition. This chapter 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 new 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, and feminist therapy. Also included is a brief discussion of how to develop an integrative approach to group counseling.
- A new third program in the *Groups in Action: Evolution and Challenges DVD* includes lecturettes based on the four general theoretical frameworks described in Chapter 4. In addition, the complete collection of *Groups in Action* videos, and the *Workbook,* are now available online through Cengage Learning's Counseling CourseMate website at www.CengageBrain.com.

In Part 2 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. There is some updated material summarizing the practical applications of research findings at the various stages of a group. 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.

- 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 new or revised material on cultural considerations, dealing with a hidden agenda, the role of leader self-disclosure, and ways to create trust early in a group.

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- In Chapter 7 (Transition Stage of a Group) we offer a reframing and reconceptualization of resistance and provide a discussion on 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. And 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. In addition, a revised and expanded section explores what researchers have discovered about group cohesion and its importance to successful outcomes for group work.
- Chapter 9 (Final Stage of a Group) contains updated literature on the tasks of terminating a group experience. Increased emphasis is given to dealing with emotional reactions pertaining to termination. There is revised material addressing unfinished business in a group.

Part 2 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 in Part 2 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 3 we show how the basic concepts examined in Part 2 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. The 13 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 the previous edition and gives increased attention to the guidelines for group work with children and adolescents. Most of the group proposals have been revised, and a new section on groups in college counseling centers has been added.

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- Chapter 11 (Groups in Community Settings) features eight group proposals for adult groups at various developmental stages and with particular life issues. This chapter consolidates material from two chapters in the previous edition. Also, a new group proposal on treating sex offenders has been added.

At the end of the book is an Appendix with contact information for the professional group work organizations and an updated list of references and suggested readings in group work, with more than 100 new references in this edition. We encourage readers to pursue their own interests using these resources as a foundation.

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. It is also a practical manual for practitioners involved in leading groups and for counselors training to lead various types of groups. 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 video 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, new to this edition, 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 has been revised and expanded to include 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. These resources are available in both a DVD format and online at Cengage Learning's Counseling CourseMate website.

An *Instructor's Resource Manual* for this ninth 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, PowerPoint 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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Guest contributors provided us with 13 group proposals in Part 3, describing groups they had designed. Our appreciation goes to the following people for sharing a description of their groups: Lupe and Randy Alle-Corliss, Jamie Bludworth, Teresa Christensen, Alan Forrest, Paul Jacobson, Stephen Lanzet, Karen Kram Laudenslager, Sheila Morris, Valerie Russell, and Jason Sonnier. It is our hope that their creative group proposals inspire you to think of ways to design your own groups.

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Marianne Schneider Corey
Gerald Corey
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GROUPS

PROCESS and PRACTICE

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Introduction

Basic Issues in Group Work

PART 1

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 old wounds and unfinished business in their lives. 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. 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 I addresses the fundamentals of group work and provide 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

Introduction
An Overview of Various Types of Groups
A Multicultural Perspective on Group Work
Becoming a Diversity-Competent Group Counselor
Points to Remember
Exercises

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You are a college counselor working in the Educational Opportunity Program (EOP) with students on academic probation. You have noticed that several themes are emerging that are related to the students' difficulties with their academic performance. You have decided to form a group that will meet each week to help these students succeed academically. What issues do you think first-generation college students might be facing, both internally and externally, at home and within the educational institution? Open group, closed group, short-term, long-term, support group, psychoeducational group, collaborative leadership, structured, unstructured—these are a few of the kinds of groups that you might lead. Which types of groups do you think would have the greatest impact for these students? 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 strengths do you have as a counselor in working with this population, and what areas of growth or training might you need to pursue?

Introduction

Groups are an excellent treatment choice for numerous intrapersonal and interpersonal issues and for helping people change. Counseling groups are being designed for all kinds of settings today and for many different client groups. Most of these groups are not unstructured personal-growth groups but are short-term groups for specific client populations. These groups are designed to remediate specific problems or to prevent problems.

Structured groups and psychoeducational groups fit well into today's managed 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 definitely time limited, however, and they have fairly narrow goals. Many of these groups focus on symptomatic relief, teaching participants problem-solving strategies, and developing interpersonal skills that can accelerate personal changes.

Many of the problems that bring people to counseling involve difficulties in forming or maintaining intimate relationships. Clients 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, groups are powerful in part because they allow participants to play out their long-term problems in the group sessions with opportunities to try something different from what they have been doing.

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

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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 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 the core competencies, practitioners must possess advanced competencies relevant to their particular area of group work. The ASGW identifies 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, 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.

The training for task group leaders involves course work in the broad area of organizational development, consultation, and management. Specialist training in the area of task or work groups requires a minimum of 30 hours (45 hours recommended) of supervised experience in leading or coleading a task or work group.

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, and it is likely that group goals will not be met. It is essential that group leaders recognize that process and relationships are central to getting a job done 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

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the group. The balance between content and process in task groups is best achieved by attending to the guiding principles of warm-up, action, and closure. When this is done effectively, task groups are likely to be successful and productive.

Psychoeducational Groups

The psychoeducational group specialist works with group members who are relatively well-functioning individuals but who may have an information deficit in a certain area, such as parenting or assertiveness 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 ameliorate an array of educational deficits and psychological problems. This group work specialization deals with imparting, discussing, and 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).

Structured groups focus on a particular theme and are often psychoeducational in nature. These groups are increasingly common in agencies, health care settings, schools, and college counseling centers. Although the specific topics vary, these groups share the aim of providing members with increased awareness of some life problem and the tools to better cope with it. Psychoeducational groups also can be useful in enhancing or building on members' existing skills. Generally, sessions are about 2 hours each week for 4 to 15 weeks. Some group sessions may be as short as 30 to 45 minutes, especially with children or clients with a short attention span.

At the beginning of a structured group, it is common to ask members to complete a questionnaire on how well they are coping with the area of concern. The work of these groups often includes structured exercises, readings, homework assignments, and contracts. When the group comes to an end, another questionnaire is completed to assess members' progress. Psychoeducational groups of this type are useful for a broad range of problems, including stress management, substance abuse and sobriety issues, domestic violence, anger management, and behavioral problems.

Psychoeducational groups can be particularly effective in working with children and adolescents because this group approach is congruent with the educational experience within a school setting. This kind of group also is useful from a developmental perspective. These groups assist young people in developing behavioral and affective skills necessary to express their emotions appropriately. 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 climate that fosters learning (Drum et al., 2011). Psychoeducational groups are often found in both school and community

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settings. Part 3 (Chapters 10 and 11) includes descriptions of various proposals for psychoeducational groups in schools and community agencies.

Specialist training for psychoeducational group leaders involves course work in the broad area of community psychology, health promotion, marketing, consultation, group training methods, and curriculum design (ASGW, 2000). These specialists should have content knowledge in the topic areas in which they intend to work (such as substance abuse prevention, stress management, and parent effectiveness training). This specialty requires a minimum of 30 hours (45 hours recommended) of additional supervised experience leading or coleading a guidance group in field practice.

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. These 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 focus. 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

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