

Guidelines and Suggestions for Chapter 1

Learning Objectives, Key Terms, Lecture Outlines, Focus Questions, and Multiple-Choice Quizzes

CHAPTER 1: INTRODUCTION TO GROUP WORK

Lecture Notes and Outline for the Chapter

CACREP Standards for Group Work

Below are the CACREP (2009) Standards that apply to the field of group work. Basically, all of these standards are addressed in the various chapters of Theory and Practice of Group Counseling.

GROUP WORK - studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including all of the following:

- a. principles of group dynamics, including group process components, developmental stage theories, group members' roles and behaviors, and therapeutic factors of group work,
- b. group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles,
- c. theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature,
- d. group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness, and
- e. direct experiences where students participate in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term.

I. *Learning Objectives.* It is expected that the students will demonstrate a basic understanding of:

- A) The distinctions among the various types of groups;
- B) The rationale for group counseling;
- C) The unique value of group counseling for special populations;
- D) The use of group work in various settings;
- E) The main characteristics of brief group work;
- F) The role that social and cultural factors play in the group counseling process, including a grasp of the following issues pertaining to

group counseling in a multicultural context: the trend toward multicultural awareness, the challenges and rewards of group work with various cultures, general guidelines for work with multicultural populations, methods of preparing clients for a group experience, and learning to become a culturally effective group counselor.

II. *Key Terms* to Define, Describe, and Explain

- brief group work
- cultural encapsulation
- group counseling
- group psychotherapy
- multicultural counseling
- psychoeducational group
- social microcosm
- task facilitation groups

III. *Lecture Outline:* Notes and Comments

In this chapter my basic attempt is to provide an overview for the students of the entire course. For the details of the first session, which includes material from this chapter, I refer you to the course outline that I provide elsewhere in this manual.

Focus Questions

The following questions can be useful to focus students on key concepts in studying as well as to provide a guide for class discussions. They can also be used as the basis for written examinations or for take-home papers.

1. Define group counseling. What are some specific goals of group counseling?
2. Provide a rationale for group counseling. Include the major values of group counseling.
3. What are some of the advantages of the values of group counseling with the following populations?
 - A) groups for children
 - B) groups for adolescents
 - C) groups for college students
 - D) groups for the elderly
4. Define group psychotherapy. What are some of the basic differences between group counseling and group psychotherapy with respect to goals, format, structure, process, and focus?
5. What is the importance of considering the cultural backgrounds of both the members and the leader in designing and facilitating counseling groups in a multicultural context? What are some of the dangers of making stereotyped generalizations about individuals within a particular social or cultural group?

How might group counselors encounter resistance from some ethnic or minority clients because they are using traditional White, middle-class values as the basis for facilitating a group? What are some ways to avoid becoming a culturally encapsulated group counselor?

6. What are some particular advantages of using groups with multicultural populations? What are some limitations and cautions in using group work in a multicultural context?
7. Describe some general guidelines that you might employ as a group practitioner in working with culturally diverse populations. How might you prepare the members for a successful group experience? How might you acquire the personal characteristics that are required for becoming a culturally effective group counselor?

Lectures by the Author of the Textbook

I present a series of audio lectures for each chapter of *Theory and Practice of Group Counseling* as part of the Cengage CourseMate website. New to this eighth edition is an online video presentation of lectures that I give for each chapter, which are different from the audio lectures. These video lectures, titled *Gerald Corey's Perspectives on Theory and Practice of Group Counseling*, are also available as a DVD program. Visit the *Theory and Practice of Group Counseling* CourseMate website for these lectures at www.cengagebrain.com/shop/ISBN/0840033869

Unit Test on the Basic Elements of Group Process: Chapter 1

(Lines will not print)

1. A major difference between group therapy and group counseling lies in:

- a. the techniques employed to facilitate the process of interaction.
- b. the goals of the process.
- c. the age of the participants.
- d. the theoretical orientation of the group leader.

ANS: B

REF: 7

2. Which type of group focuses on remediation, treatment, and personality reconstruction?

- a. psychoeducation groups
- b. counseling groups
- c. therapy groups
- d. task/work groups

ANS: C

REF: 7

3. Psychoeducation groups are structured in such a way as to help people:

- a. develop specific skills.
- b. understand certain themes.
- c. understand and resolve difficult life transitions.
- d. all of these answers.

- e. only answers “understand certain themes.” and “understand and resolve difficult life transitions.”

ANS: D REF: 8

4. _____ are commonly used by school counselors who assemble a group of school personnel to develop a plan to assist students. A team works together to determine how services can best be implemented.
- a. Encounter groups
 - b. Psychotherapy groups
 - c. Task groups
 - d. Self-exploration group

ANS: C REF: 9

5. Groups are:
- a. a powerful intervention tool across the life span.
 - b. a powerful intervention primarily for highly functioning adults.
 - c. considerably less effective than individual therapy.
 - d. Detrimental to the self-esteem of older adults.

ANS: A REF: 4

6. Members of _____ typically do not require extensive personality reconstruction, and their concerns generally relate to the developmental tasks of the life span.
- a. therapy groups
 - b. counseling groups
 - c. psychoanalytic groups
 - d. all of these answers

ANS: B REF: 4

7. As _____, the group provides a sample of reality.
- a. a microcosm of society
 - b. a modality of therapy that emphasizes harsh confrontation
 - c. a therapeutic environment in which only positive comments are allowed
 - d. the most costly form of treatment
 - e. both answers “a therapeutic environment in which only positive comments are allowed” and “the most costly form of treatment.”

ANS: A REF: 5

8. Most traditional therapy models are grounded in a(n) _____ framework wherein mainstream cultural values overshadow the multicultural worldviews that may be present among group members.
- a. androgenous
 - b. bicultural
 - c. monocultural
 - d. global

ANS: C REF: 11

9. Which of the following is a possible goal for members of counseling groups?
- a. To learn how to express one's emotions in a healthy way
 - b. To help members learn how to establish meaningful and intimate relationships
 - c. To develop concern and compassion for the needs and feelings of others
 - d. To increase awareness and self-knowledge
 - e. All of these answers

ANS: E

REF: 5-6

10. In the era of _____, brief interventions and short-term groups have become:
- a. managed care; a necessity.
 - b. universal health care; obsolete.
 - c. chronic mental illnesses; ineffective.
 - d. frivolous lawsuits; high-risk interventions.

ANS: A

REF: 10