**COUN 7340 (section 003)**

**Group Counseling**

***Spring 2019***

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**Department of Special Education, Rehabilitation, Counseling**

**College of Education**

Instructor Information:

**Chippewa M. Thomas, Ph.D.**

**Associate Professor**

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Office Hours:

**By appointment**



**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 7340-002

 **Course Title:** Group Counseling

 **Credit Hours:** 3 semester hours

 **Prerequisites:** COUN 7350

 **Co-requisites:** None

 **Place and Time:** Dawson Building, Room 113, Mondays, 4:00 p.m. CST

**Instructor:** Chippewa M. Thomas, Ph.D.

Associate Professor

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 **Teaching Intern**: Ashley Brown

CED Doctoral Intern

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**2. Date Syllabus Prepared:** Reviewed and updated fall 2018

**3. Texts or Major Resources:**

Corey, G., Corey, M. S., and Haynes, R. (2014). *Groups in Action: Evolution and Challenges*. 2nd ed. Belmont, CA: Brooks/Cole Cengage Learning.

ISBN-13: 978-1-285-09506-6

Donigian, J. and Hulse-Killacky, D. (1999) Critical Incidents in Group Therapy. 2 Ed. Belmont, NY: Brooks/Cole and Wadsworth Publishing.

ISBN: 9780534357276

**Recommended Resources:**

American Counseling Association (2014). American Counseling Association Code of Ethics. Alexandria, VA: Author.

Bevilacqua, L. J. and Jongsma, A. E. (2002) Group Therapy Homework Planner. New York: John Wiley and Sons, Inc.

Erford, B. T., Group Work: Processes and Applications. Upper Saddle River, NJ: Pearson Education, Inc.

McHenry, B. and McHenry, J. (2007). What Therapists Say and Why they Say It. Upper Saddle River, NJ: Pearson Education, Inc.

Paleg, K. & Jongsma, A. E. (2015). The Group Therapy Treatment Planner. Hoboken, NJ: John Wiley and Sons, Inc.

Additional reading will be selected and assigned throughout the semester (See Appendix A).

**4.** **Course Description:**

Leading, developing, evaluating a counseling group; including group proposal, session development, group dynamics, group leadership and evaluation, treatment planning; group intervention, multicultural counseling skills.

**Expanded Course Description:**

Theoretical and experiential understanding of groups including purpose, development, dynamics, theories, methods, skills and approaches.

**5. Course Objectives:**

Upon completion of this course, students will demonstrate knowledge and understanding of the following:

a. principles of group dynamics, including group processes, developmental stage theories, leader and members’ roles and behaviors, and therapeutic factors of group work; **CACREP 2.K.6.a.; SDE 290-3-3.50(2)(a)1; SDE 290-3-3.50(2)(a)3; SDE 290-3-3.50(2)(a)6; SDE 290-3-3.50(2)(a)7; SDE 290-3-3.50(2)(b)2**

b. theories of group counseling including commonalities, distinguishing characteristics, and pertinent research and literature; **CACREP 2.K.6.a.; CACREP 2.K.6.c.; SDE 290-3-3.50(2)(a)4; SDE 290-3-3.50(2)(a)6; SDE 290-3-3.50(2)(a)12**

c. group counseling methods, including group counselor orientation and behavior, selection-criteria and methods, and methods of evaluating effectiveness; **CACREP 2.K.6.d.; SDE 290-3-3.50(2)(a)4; SDE 290-3-3.50(2)(a)6; SDE 290-3-3.50(2)(a)7**

d. approaches for use of various types of group work **CACREP 2.K.2.c; CACREP 2.K.6.e.SDE 290-3-3.50(2)(a)4; SDE 290-3-3.50(2)(a)6**

e. group leadership styles and approaches, and professional preparation standards for group leaders; **CACREP 2.K.6.a., CACREP 2.K.6.f.; CACREP 2.K.6.b.SDE 290-3-3.50(2)(a)14**

f. ethical and legal considerations for group counselors; including the ability to recognize and respond appropriately to group crisis. **CACREP 2.K.6.g.** **SDE 290-3-3.50(2)(a)14; SDE 290-3-3.50(2)(b)8**

g. managing groups in community mental health settings and agency environments and schools; and diverse populations **CACREP 2.K.6.e.; CACREP CC.C.7**

h. ability to implement group counseling interventions informed by relevant theories of group therapy, evidence based practices, and needs of the group and group members; **CACREP 2.K.6.a.; CACREP 2.K.6.c.; SDE 290-3-3.50(2)(a)4; SDE 290-3-3.50(2)(a)6; SDE 290-3-3.50(2)(a)12**

1. **Course Content and Schedule:**
* History of group work in mental health settings and schools
* Types of groups
* Definitions and conceptual perspectives of groups
* Principles of group dynamics
* Facilitation of cohesion
* Developmental stages of effective groups
* Group member's roles and behaviors
* Group leadership styles and approaches
* Analysis and synthesis of group counseling theories
* Structures and foci for different ages of group members
* Professional guidelines and standards
* Planning, facilitating, evaluating, and managing groups
* Critical Incidents and challenges in group work
* Contributions of self-disclosure and feedback
* Observational skill development
* flexibility development and learning to trust the process

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| **Date:** | **Class Topic:** | **Assigned Reading:** | **Assignment Due:** |
| 01/14 | **Course Overview and Syllabus****Group Work in Counseling**: Purpose, Ethics, Planning, Development and Dynamics | Syllabus and Assignment materials in Canvas | * *Class will identify topic and overall goal for their experiential group (Grief and Loss)*
* *Group leaders will be determined for each week (date/stage to lead or co-lead).*
* *Pre Quiz: Practice Exam Questions*
* *Discuss persona development*
 |
| ***Martin Luther King, Jr. Holiday – No class 01/21/19*** |
| 01/28 | **Evolution of Group Work in Counseling:** Purpose, Ethics, Planning, Development, Dynamics and Leadership | Donigian and Hulse-Killacky Chapter 1 and 20Corey et al. workbook pgs. 1-8ACA Code of Ethics | * *Answer Donigian and Hulse-Killacky Chapter 20 questions: Steps to Developing a Theory of Group Counseling*
* *Workbook entries pgs. 1-8*
* *Group member persona due*
* *Session 1 plan due*
 |
| 02/04 | **Evolution of Group Treatment Planning**: Conceptualization to Documentation Experiential Group 1: Beginning Stage *Leader: J. B.* | Donigian and Hulse-Killacky Chapter 2 and Theory Chapter of Choice: 3, 4, 5, 6, 7, 8, 11or 12)Corey et al. workbook pgs. 12-19ACA Code of Ethics | * *Workbook entries pgs. 12-19*
* *View Video 1: Evolution of a group*
* *Session 2 plan due*
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| 02/11 | **Evolution of Group Stages**: Beginning, Transition, Working Stage, Termination and EvaluationExperiential Group 2: Beginning Stage *Leader: J. C.* | Donigian and Hulse-Killacky Chapter 9 and 10Corey et al. workbook pgs. 19-29ACA Code of Ethics | * *Workbook entries pgs. 19-29*
* *View Video 2: Evolution of a group*
* *Session 3 plan due*
* *Session 1 Note and Leader Self-Assessment due*
 |
| 02/18 | **Incidents in Group Stages cont.**: Beginning, Transition, Working Stage, Termination and EvaluationExperiential Group 3: Beginning Stage Transition Stage *Leader: M. L.* | Donigian and Hulse-Killacky Chapter 13Corey et al. workbook pgs. 30-40Instructor provided article/resource | * *Workbook entries pgs. 30-40*
* *View Video 3: Challenges Facing Group Leaders*
* *Quiz 1 due*
* *Session 4 plan due*
* *Session 2 Note and Leader Self-Assessment due*
* *Session 1 Peer and Instructor feedback returned*
 |
| 02/25 | **Incidents in Group Stages cont.**: Transition, Working Stage, Termination and EvaluationExperiential Group 4: Transition Stage *Leader: R. B.* | Donigian and Hulse-Killacky Chapter 14Corey et al. workbook pgs. 41-52ACA Code of Ethics | * *Workbook entries pgs. 30-40*
* *View Video 4: Challenges Facing Group Leaders*
* *Quiz 2 due*
* *Session 5 plan due*
* *Session 3 Note and Leader Self-Assessment due*
* *Session 2 Peer and Instructor feedback returned*
 |
| 03/04 | ***Mid-Semester*****Incidents in Group Stages cont.**: Transition, Working Stage, Termination and Evaluation (CED Intern Lecture)*In-class Instructor review of Workbooks*Experiential Group 5: Transition /Working Stage *Leader: M. W.* | Donigian and Hulse-Killacky Chapter 15Corey et al. workbook pgs. 53-64Instructor provided article/resource | * *Workbook entries pgs. 53-64*
* *View Video 5: Challenges Facing Group Leaders*
* *Quiz 3 due*
* *Session 6 plan due*
* *Session 4 Note and Leader Self-Assessment due*
* *Session 3 Peer and Instructor feedback returned*
 |
| ***Spring Break – No class 03/11/19*** |
| 03/18 | **Incidents with Group Counseling Populations and Settings**: People across the Lifespan in Schools, Agencies, and FacilitiesExperiential Group 6: Working Stage *Leader: A. W.* | Donigian and Hulse-Killacky Chapter 16Corey et al. workbook pgs. 68-75ACA Code of Ethics | * *Workbook entries pgs. 68-75*
* *View Video 6: Challenges Facing Group Leaders*
* *Quiz 4 due*
* *Session 7 plan due*
* *Session 5 Note and Leader Self-Assessment due*
* *Session 4 Peer and Instructor feedback returned*
 |
| 03/25 | **ZOOM CLASS****Incidents in Group Stages cont.**: Working Stage, Termination and EvaluationExperiential Group 7: Working Stage *Leader: T.F.N.* | Donigian and Hulse-Killacky Chapter 17Corey et al. workbook pgs. 75-85Instructor provided article/resource | * *Workbook entries pgs. 75-85*
* *View Video 7: Challenges Facing Group Leaders*
* *Quiz 5 due*
* *Session 8 plan due*
* *Session 6 Note and Leader Self-Assessment due*
* *Session 5 Peer and Instructor feedback returned*
 |
| 04/01 | **Incidents in Group Stages cont.**: Working Stage, Termination and EvaluationExperiential Group 8: Working Stage *Leader: E. G.* | Donigian and Hulse-Killacky Chapter 18Corey et al. workbook pgs. 86-96ACA Code of Ethics | * *Workbook entries pgs. 86-96*
* *View Video 8: Challenges Facing Group Leaders*
* *Quiz 6 due*
* *Session 9 plan due*
* *Session 7 Note and Leader Self-Assessment due*
* *Session 6 Peer and Instructor feedback returned*
 |
| 04/08 | **Incidents in Group Stages cont.**: Working/Termination Stage and EvaluationExperiential Group 9: Working**/**Termination Stage*Leader: H. H.* | Donigian and Hulse-Killacky Chapter 19Corey et al. workbook pgs. 97-109Instructor provided article/resource | * *Workbook entries pgs. 97-109*
* *Quiz 7 due*
* *Session 10 plan due*
* *Session 8 Note and Leader Self-Assessment due*
* *Session 7 Peer and Instructor feedback returned*
 |
| 04/15 | **Incidents in Group Stages cont.**: Termination Stage and Evaluation (CED Intern Lecture)Experiential Group 10: Termination Stage*Leader: C. R.* | Corey et al. workbook pgs. 112-118ACA Code of Ethics | * *Workbook entries pgs. 112-118*
* *Quiz 8 due*
* *Session 11 plan due*
* *Session 9 Note and Leader Self-Assessment due*
* *Session 8 Peer and Instructor feedback returned*
 |
| 04/22 | **Incidents in Group Stages cont.**: Termination Stage and EvaluationExperiential Group 11: Termination Stage*Leader: E. W.* | Donigian and Hulse-Killacky Two Theory Chapters of Choice: 3, 4, 5, 6, 7, 8, 11or 12)ACA Code of Ethics | * *Workbook entry*
* *Session 10 Note and Leader Self-Assessment due*
* *Session 9 Peer and Instructor feedback returned*
 |
| 04/29 | **Course Wrap-up, Evaluation, Review, and Overall Experiential Group Debrief** | None | * *Post Quiz: Practice Exam Questions and Answers*
* *Completed Workbooks Due*
* *Session 11 Note and Leader Self-Assessment due*
* *Session 10 and 11 Peer and Instructor feedback returned*
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**7. Course Requirements/Evaluation:**

Students are reminded that the course syllabus provides a general plan for the course. The general format of the class includes discussion of course content and experiential groups. However, the format may be altered in response to the learning needs of the class. The course will provide opportunities for students to examine relevant issues and to demonstrate their group counseling skills in working with diverse clients over a broad range of mental health settings.

The course includes didactic content, personal reflection, and experiential elements designed to facilitate students' growth and development as competent group workers. Lecture, discussion, role-plays; small group interactions, structured large group exercises, and brief in-class presentations and activities are learning strategies that will be used in this course. All these activities are designed to complement the assigned readings and other didactic information provided in class to increase understanding of various group work concepts, to increase personal awareness of group and interpersonal dynamics, and to help increase understanding of oneself as a group leader. Therefore, personal and active involvement in the process is essential for successful completion of this course.

This course emphasizes the theoretical and experiential aspects of group counseling. This includes the development of knowledge and skills related to developing, conducting and evaluating groups within a community or agency setting. As part of this experience students will participate in a total of 6 hours of an experiential group. The groups will be goal focused and ***will not be therapy groups.*** Students will be required to lead (co-lead) one – 1 hour session.

* 1. *Requirements*

***Participation and Attendance* *(in-class activities) - 20 pts****:* Because this course relies heavily upon the ongoing experience of class members with one another, every effort should be made to complete assigned readings in preparation for each class, to punctual to and attend all class sessions, participate in-class activities and actively engage in reflection. Because theory may only become useful to the extent that it is put into practice, students are expected to participate fully in discussions and in practice sessions of techniques derived from selected theories. All students will be involved in small experiential groups. Active participation is essential and will be evaluated in the following way:

* *Excellent* (20-16 pts) - Proactive participation: leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration as well as a demonstrated ability to listen to and build upon the ideas of others.
* *Satisfactory* (15-19 pts) - Reactive participation: supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation.
* *Minimally Acceptable* (10-6 pts) - Passive participation: present, awake, alert, attentive, but not actively involved.
* *Unsatisfactory* (5-0 pts) - Uninvolved: absent, present but not attentive, sleeping, irrelevant contributions that inhibit or impede the progress of class discussion

***Class Preparation and* Workbook assignments *(Assigned readings and workbook completion) - 105 pts****:* workbook activities are assigned for completion. Students will submit workbooks for review and evaluation. Students will read and reflect on literature that addresses work with diverse populations/factors/settings in group counseling.

***Experiential Group Session Leadership Demonstration - 70 pts:*** (due on the selected date). Each student will lead (or co-lead) one experiential group session. Students will submit a plan for the session, a progress note and a self-assessment of leadership. Student’s plans for session must be submitted two week prior and will be consistent with the goals, topic and stage of group. The student must state how the simulated group leadership plan is consistent with evidence-based practice and cite relevant resources. Sessions will be followed with a supervision/debriefing in class lead by the course instructor. Subsequently, leader(s) will submit a one session progress note and individual self-assessment of group leadership skills. Self-assessment and a progress note reflecting the group leadership experience are due one week after the session and are to be submitted electronically to the instructor. All students participate in 10 hours of simulated group interaction. For this purpose, students will develop a group member persona for the simulated group experience.

* 1. *Examination*

***Quizzes - 105 pts:*** will test students’ comprehensive knowledge of group counseling content covered in the course, as well as students’ ability to apply group counseling content knowledge. Each quiz (10) is likely consisting of multiple choice questions. Quizzes will be completed throughout the course schedule.

* 1. *Evaluation*

***Requirement Points Pt. Range Grade***

Participation/Attendance 20 300-275 A

Cls Prep/Workbook assignments 105 274-250 B

Group Session Leadership 70 249-225 C

Quizzes (10) 105 224-200 D

 under 200 F

 300 Total possible points

**8. Class Policy Statements:**

1. Active, cooperative, and collaborative learning is a strongly emphasized in this course. Learning often takes place when students are open to self-awareness and exploration, to becoming knowledgeable of diverse perspectives, and to being reflective about what is learned. Students are expected to participate in all class discussions and participate in all exercises. This class an opportunity to strengthen counseling and cultural competence skill and ability. Course planning, instruction and evaluation will emphasize cultural inclusiveness and responsiveness.
2. Please *turn off* or turn to vibrate all electronic devices before entering class. Cell phones or watches are not to be answered in class or use for text or instant messaging. If you receive a call or a message (text/IM), please exit the classroom or wait until a scheduled break before answering the call or respond to a message. Lap top computers, tablets, and IPads will be permitted only to take notes in class. Any use of a lap top, tablet, and/or IPad to connect to the internet, answer email, or to work on other unrelated class activities is prohibited. If it is determined or suspected that a lap top, tablet, and/or IPad is being used for reasons other than those appropriate for class use, the student will be prohibited from using the lap top, tablet, and/or IPad for the remainder of the semester in class.
3. Attendance is required at each class meeting. It is the student’s responsibility to contact the instructor if assignment deadlines are not met. Students are responsible for initiating arrangements for missed work. If an assignment, exam is missed; make-ups will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangement to complete a make-up must be made in advance. Students who miss an assignment or exam because of illness need a doctor’s statement for verification of sickness and should clear the absence with the instructor the day they return to class. Submitting an assignment after the due date *without* prior communication with the instructor, the assignment will be penalized *two* points per day it is late. Other unavoidable absences from campus must be documented and cleared with the instructor **in advance**.
4. Regarding assignments, paper copies and/or handwritten work ***will not be*** accepted. It is incumbent upon the student to notify the instructor how the assignment will be submitted no later than the day the assignment is due and at least two hours before class begins. Assignments that do not meet the aforementioned guidelines will not be graded. When guidelines are not followed one point per day will be deducted until the assignment is resubmitted.
5. There will be no unannounced quizzes and examinations
6. Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail. Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Office of Accessibility at 1244 Haley Center, 844-2096 (V/TT).
7. The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class.
8. As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**9. Justification for Graduate Credit (for Graduate Credit Only)**

Graduate courses “should be progressively more advanced in academic content than undergraduate programs” and should “foster independent learning” (SACS guidelines 3.6.1 and 3.6.2). Further, the guidelines presented in the Statement of Clarification of the Definition and Use of 6000-level courses as approved by the Graduate Council, May 21 1997 apply.

NOTES: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**APPENDIX A**

**COUN 7340 Group Counseling Resources**

**Spring 2019**

***Videos***

[**https://search.alexanderstreet.com/view/work/bibliographic\_entity%7Cvideo\_work%7C1778828/developmental-aspects-group-counseling-early-development**](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C1778828/developmental-aspects-group-counseling-early-development)

[**https://search.alexanderstreet.com/view/work/bibliographic\_entity%7Cvideo\_work%7C1778845/developmental-aspects-group-counseling-working-stagetermination**](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C1778845/developmental-aspects-group-counseling-working-stagetermination)

[**https://search.alexanderstreet.com/view/work/bibliographic\_entity%7Cvideo\_work%7C1778896/developmental-aspects-group-counseling-transitionworking-stage**](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideo_work%7C1778896/developmental-aspects-group-counseling-transitionworking-stage)

*Books*

Delucia-Waack, J.L., Gerrity, D.A., Kalodner, C.R., & Riva, M.T. (2004). *Handbook of group counseling and psychotherapy*. Thousand Oaks, CA Sage.

Donigian, J. & Hulse-Killacky, D. (1999). *Critical incidents in group therapy*. *(2nd ed*.). Belmont, CA: Brooks/Cole Wadsworth.

Forsyth, D.R. (2006). *Group dynamics (4th ed*.). Belmont, CA: Thomson Wadsworth.

Fuhriman, A., & Burlingame, G.M., Eds. (1994). *Handbook of group psychotherapy*. New York: Wiley.

Gladding, S. (2015). *Groups: A counseling specialty*. 7th ed. Boston, MA: Pearson

 Publishing. ISBN13: 978-0-13-705152-6

Janis, I.L. (1972). *Victims of groupthink*. Boston: Houghton-Mifflin.

Johnson. D.W. (2003). *Reaching out: Interpersonal effectiveness and self-actualization (8th ed.)*. Boston: Allyn & Bacon.

McHenry, B. & McHenry, J. (2015). What therapists say and why they say it (2nd ed.). Boston, MA: Pearson Education Inc.

Trotzer, J. (1989). *The counselor and the group* (2nd ed.). Muncie, IN: Accelerated Development.

Wheelan, S.A. (2005). *The handbook of group research and practice*. Thousand Oaks, CA: Sage.

Winston, R., Bonney, W., Miller, T., & Dagley, J. (1988). *Promoting student development through intentionally structured groups.* San Francisco: Jossey-Bass.

Yalom, I.D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy (5th ed*.). New York: Basic Books.

###### *Book Chapters/Journal Articles*

Barlow, S., Fuhriman, A., & Burlingame, G.M. (2004). Therapeutic application of groups: From Pratt’s thought control classes to modern group psychotherapy. *Group Dynamics, Theory, Research and Practice, 4*(1), 115-134.

 Barlow, S., Fuhriman, A., & Burlingame, G.M. (2004). The history of group counseling and psychotherapy. In J. Delucia-Waack, D.A. Gerrity, C.R. Kalodner, & M.T. Riva, Eds.). *Handbook of group counseling and psychotherapy*. Thousand Oaks, CA Sage.

Bemak, F., & Chung, R. C. Y. (2015). Critical issues in international group counseling. *The Journal for Specialists in Group Work*, *40*(1), 6-21. doi: 10.1080/01933922.2014.992507

Bohecker et al. (2016). A Mindfulness Experiential Small Group to Help Students Tolerate Ambiguity. *Counselor Education and Supervision.* DOI: 10.1002/ceas.12030

Biancoviso, A. N., Fuertes, J. N., & Bishop-Towle, W. (2001). Planned group counseling: A single-session intervention for reluctant, chemically dependent individuals. *Journal for Specialists in Group Work, 26*(4), 319-338. doi:http://dx.doi.org/10.1080/01933920108413782

Bohecker & Horn (2016). Increasing students’ empathy and counseling self-efficacy through a mindfulness experiential small group. *Journal for Specialists in Group Work.* DOI: 10.1080/01933922.2016.1232322

Burlingame, G.M., Fuhriman, A., & Mosier, J. (2003). The differential effectiveness of group psychotherapy: A meta-analytic perspective. *Group Dynamics, Theory, Research and Practice, 7*(1), 3-11

Burlingame, G.M., Kapetanovic, S., & Ross, S. (2005). Group psychotherapy. In S.A. Wheelan (Ed), *The handbook of group research and practice* (pp. 387-406). Thousand Oaks, CA: Sage.

Burlingame, G.M., MacKenzie, K.R., & Strauss, B. (2004). Small group treatment: Evidence for effectiveness and mechanisms for change. In M. Lambert (Ed.), *Handbook of psychotherapy and behavior change* (pp. 213-249). New York: John Wiley

Burnes, T.R., & Ross, K.L. (2010). Applying social justice to oppression and marginalization in groupprocess: Interventions and strategies for group counselors. The Journal for Specialists in Group Work, 35(2), 169–176. doi: 10.1080/01933921003706014

Buser, T.J., Buser, J.K., Peterson, C.H., & Seraydarian, D.G. (2012). Influence of mindfulness practice on counseling skills development. Journal of Counselor Preparation and Supervision, 4(1), 20- 36.

Clark, A. J. (2002). Scapegoating: Dynamics and interventions in group counseling. *Journal of Counseling & Development*, *80*(3), 271-276. <https://doi.org/10.1002/j.1556-6678.2002.tb00191.x>

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* APA Division 49: Group Psychology and Group Psychotherapy: <http://www.apa.org/about/division/div49.html>
* Association for Specialists in Group Work: <http://www.asgw.org>
* American Society of Group Psychotherapy and Psychodrama: <http://www.asgpp.org/index.php>