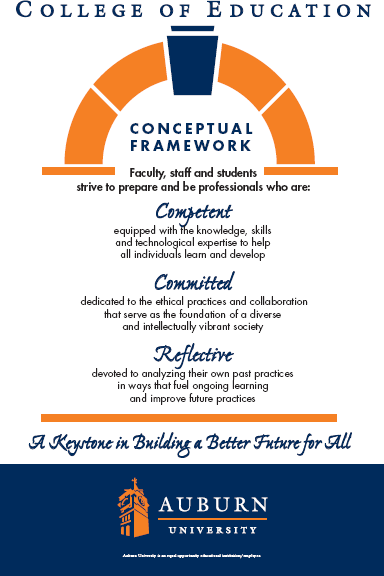
**COUN 7340 (section 002)**

**Group Counseling**

***Spring 2022***

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

**College of Education**

INSTRUCTOR INFORMATION:

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

**213 Samford Hall** [**Thoma07@auburn.edu**](mailto:Thoma07@auburn.edu) **334-844-5701 O**

**334-740-9405 C**

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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 7410

**Co-requisites:** None

**Place and Time:** Haley Center, Room 2222, Thursdays, 4:00 p.m. CST

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

Professor - [thoma07@auburn.edu](mailto:thoma07@auburn.edu)

**Practicum in Teaching:** Astra Barkley, MS, LPC

CED Doctoral Student - [azb0185@auburn.edu](mailto:azb0185@auburn.edu)

1. **Date Syllabus Prepared:** Reviewed and updated fall 2021

# Texts or Major Resources:

Jacobs, E., Schimmel, C. J., Masson, B., and Harvill, R. (2022) Group Counseling: Strategies and Skills. San Diego, CA: Cognella, Inc.

ISBN 978-1-7935-3719-5

# 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.

ISBN-13: 978-1119230656

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).

# Course Description:

This course fosters knowledge, awareness and culturally competent (inclusive and responsive) skill development for facilitating (leading and co-leading), developing, and evaluating counseling groups by way of understanding counseling group dynamics, process (treatment planning and session development across group stages as well as the use of group interventions). This course integrates theoretical and experiential learning of group work practice, leadership methods, skills, and approaches.

# Course Objectives:

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

1. 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
2. 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
3. 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
4. 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
5. 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
6. 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
7. managing groups in community mental health settings and agency environments and schools; and for diverse populations CACREP 2.K.6.e; CACREP CC.C.7
8. 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

# Course Content and Schedule:

|  |  |
| --- | --- |
| * History of group work in mental health and school settings * Ethics, professional guidelines, and standards of practice * Definitions and conceptual perspectives of groups * Principles of group dynamics * Planning, facilitating, evaluating, and managing groups * Types and timing of groups * Developmental stages of effective groups | * Group member's roles and behaviors * Group leadership styles and approaches * Member feedback and disclosures * Facilitation of curative and therapeutic factors * Analysis and synthesis of group counseling theories * Structures and foci for different ages of group members * Critical Incidents and challenges in group work * Observational skill development * Flexibility development and learning to trust the process |

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:** | **Class Topic:** | **Assigned Reading:** | **Assignment Due:** |
| 01/13 | **Course Overview and Syllabus:** Requirements  **Introduction to Group Counseling** | Syllabus and Course/Assignment materials in Canvas  Jacobs et al. (2022) text chapter 1 and 2  Watch (via YouTube) ASGW Developmental Aspects of Group Counseling: Process, Leadership and Supervision videos all stages (see Appendix A for links to videos) | * *Class will identify topic and overall goal for their experiential group: To be determined* * *Group leaders will be determined for each week (date/stage to lead or co- lead).* * *Pre-Quiz: Practice Exam Questions* * *Begin simulated group member persona development* |
| 01/20 | **Course Overview and Syllabus:**  Review  **Stages of Groups. Group**  **Process, and Therapeutic Forces** | Jacobs et al. (2022) text chapter 3 and 4  ACA Code of Ethics | * *View Video 1 and 2 and complete Quiz 1 and 2* * *Persona development* |
| 01/27 | **Course Overview and Syllabus:**  Review  **Purpose of Groups,**  **Planning, and Getting Started:**  **The Beginning Stage and Phase**  **Group** | Jacobs et al. (2022) text chapter 5  Bevilacqua and Jongsma (2002) - Introduction and Section of Student’s Choice  ACA Code of Ethics (and others – CRCC and ASCA)  Instructor provided article/resource | * View Video 3 and 4 and complete Quiz 3 and 4 * *Session 1 plan due* * *Complete questions: Developing a Theory of Group Counseling* * *Persona description due* |
| 02/03 | **Basic Skills for Group Leaders**    Experiential Group 1: Beginning  Stage  *Leader: Scott G.* | Jacobs et al. (2022) text chapter 6  Bevilacqua and Jongsma (2002) – Section 18  Instructor provided article/resource | * View Video 5 and complete Quiz 5 * *Session 2 plan due* |
| 02/10 | **Counseling Groups:** Focus  Experiential Group 2: Beginning Stage  *Leader(s): Kaylee H. and Jae G.* | Jacobs et al. (2022) text chapter 7  Bevilacqua and Jongsma (2002) – Section 12  Instructor provided article/resource | * *View Video 6 and complete Quiz 6* * *Session 3 plan due* * *Session 1 Note and Leader Self-Assessment due* |
| 02/17 | **CED Student Lecture: Astra**  **Barkley, NCC, LPC**  **Counseling Groups:** Cutting Off  and Drawing Out  Experiential Group 3: Beginning Stage/Transition Stage  *Leader: Emily H.* | Jacobs et al. (2022) text chapter 8  Bevilacqua and Jongsma (2002) – Section 3  Instructor provided article/resource | * *View Video 7 and complete Quiz 7* * *Session 4 plan due* * *Session 2 Note and Leader Self-Assessment due* * *Session 1 Peer and Instructor feedback returned* |
| 02/24 | **Counseling Groups:** Rounds and Dyads  Experiential Group 4: Transition Stage  *Leader: MaryShay R.* | Jacobs et al. (2022) text chapter 9, (glance at 16, and 17)  Bevilacqua and Jongsma (2002) – Section 17  Instructor provided article/resource | * *View Video 8 and complete Quiz 8* * *Session 5 plan due* * *Session 3 Note and Leader Self-Assessment due* * *Session 2 Peer and Instructor feedback returned* |
| 03/03 | **Mid-Semester**  **Counseling Groups:** Introducing, Conducting, and Processing Exercises  Experiential Group 5: Transition  /Working Stage  *Leader: Sydney S.* | Jacobs et al. (2022) text chapter 10 (glance at 16, and 17)  Bevilacqua and Jongsma (2002) – Section 4  Instructor provided article/resource | * *In – class Mid Quiz* * *View Video 9 and complete Quiz 9* * *Session 6 plan due* * *Session 4 Note and Leader Self-Assessment due* * *Session 3 Peer and Instructor feedback returned* |
| ***SPRING BREAK – NO CLASS 03/11/22*** | | | |
| 03/17 | **Counseling Groups:** Introducing, Conducting, and Processing Exercises  Experiential Group 6: Working Stage  *Leader(s): Olivia L. and SydneyClaire S.* | Jacobs et al. (2022) text chapter 11 and 12  Bevilacqua and Jongsma (2002) – Section 7  Instructor provided article/resource | * *View Video 10 and complete Quiz 10* * *Session 7 plan due* * *Session 5 Note and Leader Self-Assessment due* * *Session 4 Peer and Instructor feedback returned* |
| 03/24 | **Counseling Groups:** Leading the Middle Stage of Group  Experiential Group 7: Working  *Leader: Renee P.* | Jacobs et al. (2022) text chapter 13  Bevilacqua and Jongsma (2002) – Section 15  ACA Code of Ethics | * *View Video 11 and 12 and complete Quiz 11 and 12* * *Session 8 plan due* * *Session 6 Note and Leader Self-Assessment due* * *Session 5 Peer and Instructor feedback returned* |
| 03/31 | **CED Student Lecture: Astra**  **Barkley, NCC, LPC**  **Counseling Groups:** Using Counseling Theories in Group  Experiential Group 8: Working/ Termination  *Leader(s): Sarah A. and Christopher D.* | Jacobs et al. (2022) text chapter 14  Bevilacqua and Jongsma (2002) – Section 8  ACA Code of Ethics  Review questions: Developing a Theory of Group Counseling | * *View Video 13 and complete Quiz 13* * *Session 9 plan due* * *Session 7 Note and Leader Self-Assessment due* * *Session 6 Peer and Instructor feedback returned* |
| 04/07 | **Counseling Groups:** Closing a Session or Group  Experiential Group 9: Termination Stage  *Leader(s): Casey L. and Chelsea O.* | Jacobs et al. (2022) text chapter 15 | * *View Video 14 and complete Quiz 14* * *Session 10 plan due* * *Session 8 Note and Leader Self-Assessment due* * *Session 7 Peer and Instructor feedback returned* |
| 04/14 | **Counseling Groups:** Dealing with Problem Situations  Experiential Group 10: Termination Stage  *Leader: Gabby K.* | Jacobs et al. (2022) text chapter 16  Bevilacqua and Jongsma (2002) – Section 11  Instructor provided article/resource | * *View Video 15 and complete Quiz 15* * *Session 9 Note and Leader Self-Assessment due* * *Session 8 Peer and Instructor feedback returned* |
|  |  |
|  |  |
| 04/21 | **Counseling Groups:** Dealing with Problem Situations | Jacobs et al. (2022) text chapter 17  Bevilacqua and Jongsma (2002) – Section 9  Instructor provided article/resource | * *View Video 16 and 17 and complete Quiz 16 and 17* * *Session 10 Note and Leader Self-Assessment due* * *Session 9 Peer and Instructor feedback returned* |
|  |  |  |
| 04/28 | **Counseling Groups:** Dealing with Specific Populations  **Course Wrap-up, Evaluation, Review, and Overall**  **Experiential Group Debrief** | Bevilacqua and Jongsma (2002) – Section 5 and 10  Instructor provided article/resource | * *Session 10 Peer and Instructor feedback returned* * *Post Quiz: Practice Exam Questions and Answers* |

# 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 or due to the pandemic. 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 various settings. As part of this experience students will participate in a minimum 10 hours of an experiential group. The groups will be goal focused and ***will not be an actual counseling/therapeutic groups.*** Students will be required to lead (co-lead) one – 1-hour session, participate in an after-session supervision debrief, and provide peer feedback to each group counseling leader of the simulated counseling group.

1. *Requirements*

***In-class work (participation and engagement (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 synchronous class (including virtual) 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 - *Self and Peer assessment and Instructor evaluations*:

* + *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

***Experiential Group Session Leadership Demonstration - 70 pts:*** (due on the assigned 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 weeks 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 experiences are due one week after the session and are to be submitted electronically to the instructor. For this purpose, students will develop a group member persona for the simulated group experience and provide peer feedback to each group counseling leader of the simulated counseling group that takes place in class.

***Out-of-class work (readings, video viewing and reflections) - 105 pts****:* readings and video viewing are assigned for completion. Students will read and reflect on literature that addresses work with diverse populations/factors/settings in group counseling.

1. *Examination*

***Quizzes - 205 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 (170 pts. - Content + 35 pts. - Pre, Mid, and Post =205) is likely consisting of multiple-choice questions. Quizzes will be completed throughout the course schedule.

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| *c) Evaluation* |  |  |  |
| ***Requirement*** | ***Points*** | ***Pt. Range*** | ***Grade*** |
| In-class work | 20 | 400-350 | A |
| Out-of-class work | 105 | 349-299 | B |
| Group Session Leadership | 70 | 298-248 | C |
| Quizzes (20) | 205 | 247-197 | D |
|  |  | under 197 | F |

400 Total possible points

# 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 laptop, 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 laptop, tablet, and/or IPad is being used for reasons other than those appropriate for class use, the student will be prohibited from using the laptop, 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 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

# COVID-19 PERSONAL HEALTH SCREENING PROCESS

Before reporting to the site each day, you are required to complete the COVID-19 Personal Health Screening (<https://auburn.qualtrics.com/jfe/form/SV_9AiI1z2K5cugUS2>).

If your responses result in a GREEN, ‘Cleared’ screen for that day, proceed to the placement site to complete regularly scheduled activities. If your responses result in a RED, “Not Cleared” screen, do NOT report to the placement site and complete the following tasks:

1. Immediately contact your University Supervisor/Faculty to inform them that you will not be present at the site for the day.
2. Follow any additional directions as specified by the program faculty or supervisor.

If you have received a RED, “Not Cleared” screen due to a Positive Test:

* Individuals should immediately begin the process of self-quarantine and call the AU Medical Clinic’s COVID-19 line, 334-844-9825. Students must complete the confidential COVID-19 Positive Self-Report Form (<http://auburn.edu/covid-resource-center/reporting/>).

If you have received a RED, “Not Cleared” screen due to symptoms consistent with COVID-19:

* Individuals who are experiencing symptoms consistent with COVID-19 must proceed to get a COVID-19 test at any available testing site. Students may want to check around their local area to find where COVID-19 tests are offered for no charge. Students and employees are required to self-report positive COVID-19 test results. Do not proceed to any placement site with a “Pending” COVID-19 test.

If you have received a RED, “Not Cleared” screen due to exposure to someone who tested positive for COVID-19, your response will vary based on Vaccination/Booster Status:

* *For individuals who have been Vaccinated and Boosted or have had a confirmed case of COVID-19 within 90 days of this exposure:*
  + Quarantine not required; continue wearing your mask; testing is recommended 5 days following exposure for all;
  + If symptoms develop, immediately quarantine until a negative COVID-19 test result
* *For individuals are Unvaccinated or have been Vaccinated more than 6-months ago (with Pfizer/Moderna) or more than two months ago (with J&J) who are not yet Boosted or have had a confirmed case of COVID-19 more than 90-days from this exposure:* 
  + Quarantine for five days, continue wearing your mask; testing is recommended 5 days following exposure for all;
  + If symptoms develop, immediately quarantine until a negative COVID-19 test result
* Follow the AU Medical Clinic Guidelines regarding Self-Quarantine (<http://auburn.edu/covid-resource-center/policies/>)

\*You must adhere to these requirements regardless of COVID-19 Vaccination status.

\*If your placement site has additional requirements, you must adhere to them.

**FACE COVERINGS**

Auburn is currently requiring face coverings for all individuals regardless of vaccination status, in all campus buildings and university transportation services. As noted in the Dec. 29, 2021, AuburnNews, this policy is in effect until further notice. **Please note** in this course students are required to wear face coverings the entire semester, even if the University lifts the current face covering policy, course participants are required to wear face coverings (over nose and mouth) through the end of the semester when in person.

NOTES

**Appendix A**

**COUN 7340 Group Counseling Resources Spring 2022**

## Videos

ASGW Developmental Aspects of Group Counseling – **Part 1 Segment** <https://www.youtube.com/watch?v=NKeg4KgXpng>

Transcript

<https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideowork>

[%7C1778828/developmental-aspects-group-counseling-early-development](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideowork%7C1778828/developmental-aspects-group-counseling-early-development)

Transcript

<https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideowork>

[%7C1778845/developmental-aspects-group-counseling-working-stagetermination](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideowork%7C1778845/developmental-aspects-group-counseling-working-stagetermination)

ASGW Developmental Aspects of Group Counseling – **Part 2 Segment** <https://www.youtube.com/watch?v=kO4sG0hZeZY>

Transcript

<https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideowork>

[%7C1778896/developmental-aspects-group-counseling-transitionworking-stage](https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cvideowork%7C1778896/developmental-aspects-group-counseling-transitionworking-stage)

# Various Counseling Group Sessions

# Group Counseling for Children - <https://www.youtube.com/watch?v=JOpdhvCBZ28>

Counseling Groups with Adolescents - <https://www.youtube.com/watch?v=0vQYxxSByPM>

Group Counseling for Adults - <https://www.youtube.com/watch?v=GdvE3g8jK1U>

## Books

McHenry, B. & McHenry, J. (2015). What therapists say and why they say it (2nd

ed.). Boston, MA: Pearson Education Inc.

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

## Book Chapters/Journal Articles

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

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., 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.

Burnes, T.R., & Ross, K.L. (2010). Applying social justice to oppression and marginalization in group process: 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.

Gladding, S. (2012). *Groups: A counseling specialty*. 6th ed. Boston, MA: Pearson Publishing. ISBN13: 978-0-13-705152-6

Holcomb-McCoy, C. (2008). A response to “Social privilege, social justice, and group counseling: An inquiry”. The Journal for Specialists in Group Work, 33(4), 367-369. doi:10.1080/01933920802424423

Keats, P.A., & Sabharwal, V.V. (2008). Time-limited-service alternatives: Using therapeutic enactment in open group therapy. The Journal for Specialists in Group Work, 33(4), 297-316. doi:10.1080/01933920802424357

Khattab, N., & Jones, C. P. (2007). Growing up girl: Preparing for change through group work. *Journal for Specialists in Group Work, 32*(1), 41-50. [doi:http://d](http://dx.doi.org/10.1080/01933920600977622)x.[doi.org/10.1080/01933920600977622](http://dx.doi.org/10.1080/01933920600977622)

Kivlighan, D.M., & Tibbits, B.M. (2012). Silence is mean and other misconceptions of group counseling trainees: Identifying errors of commission and omission in trainees’ knowledge structures. Group Dynamics: Theory, Research, and Practice, 16(1), 14-34. doi: 10.1037/a0026558

Luke. M. (2014). Effective group leadership interventions. In J. L. Delucia-Waack, C.

L. Kalonder, & M. T. Riva (Eds.) *Handbook of group counseling and psychotherapy* (2nd ed.) (pp. 107-119). Thousand Oaks, CA: Sage.

Post, B.C., Cornish, M.A., Wade, N.G., & Tucker, J.R. (2013). Religion and spirituality in group counseling: Beliefs and practices of university counseling center counselors. The Journal for Specialists in Group Work, 38(4), 264-284. doi: 10.1080/01933922.2013.834401

Ratts, M.J. (2017). Charting the center and the margins: Addressing identity, marginalization, and privilege in counseling. Journal of Mental Health Counseling, 39(2), 87-103. doi:10.17744/mehc.39.2.01

Stark-Rose, R.M., Livingston-Sacin, T.M., Merchant, N., & Finley, A.C. (2012).

Group counseling with United States racial minority groups: A 25-year content analysis. The Journal for Specialists in Group Work, 37(4), 277-296. doi: 10.1080/01933922.2012.690831

Rubel, D. J., & Kline, W. B. (2008). An exploratory study of expert group leadership.

*The Journal for Specialists in Group Work*, *33*(2), 138-160. doi: DOI: 10.1080/01933920801977363

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## Websites

* American Counseling Association: [http://www.counseling.org](http://www.counseling.org/)
* American Group Psychotherapy Association: <https://www.agpa.org/>
* American Psychological Association: [http://www.apa.org](http://www.apa.org/)
* APA Division 49: Group Psychology and Group Psychotherapy: https://www.apa.org/about/division/div49.html
* Association for Specialists in Group Work: [http://www.asgw.org](http://www.asgw.org/)
* American Society of Group Psychotherapy and Psychodrama: http://www.asgpp.org/index.php