

HUNTINGTON

— UNIVERSITY —

Graduate Counseling Program

We provide Christ-centered, quality counselor training that promotes both scholarship and service.

CN 606 Theory and Practice of Groups Spring 2019

Instructor: Dr. Jerry Davis, LCSW, LMFT, LMHC

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Office hours: Email to request appointment

Course Description:

This course is the study of group theory, dynamics, process, and stages. It is an examination of group roles, member behaviors and leadership, as well as basic and advanced group interventions.

Program Learning Outcomes (PLO)

Upon completion of the M.A. in Counseling, students will have . . .

1. Ethics - Accurately applied the codes of ethics to a wide-range of counseling dilemmas, clients, and contexts.
2. Diversity - Demonstrated proficient cross-cultural counseling skills with diverse clients and in diverse contexts.
3. Integration - Developed an initial, integrated counseling model. Evidenced ethical integration of Christian faith in working with diverse clients and in diverse contexts.
4. Spiritual Formation - Developed a secure attachment with God.
5. Human Development - Applied selected developmental concepts to diverse counseling scenarios.
6. Career Counseling - Applied career counseling models, skills, and assessment with diverse clients.
7. Counseling Models - Developed a sufficient counseling model for working a broad range of clients.
8. Counseling Skills - Demonstrated proficient counseling skills in working with a broad range of clients.
9. Group Work - Demonstrated proficient leadership skills in the facilitation of a group.
10. Assessment - Designed and conducted several selected assessment processes for counseling scenarios.
11. Research - Designed counseling-oriented research or program evaluation.

MACMHC Program Outcomes

1. **PROFESSIONAL IDENTITY** – Students will understand and value all aspects of professional functioning, including history, roles, organizational structures, ethics, legalities, standards, and credentialing.
2. **SOCIAL AND CULTURAL DIVERSITY** – Students will apply core theory and research regarding the cultural context of relationships, including current issues and trends in a multicultural and diverse society, to the practice of professional counseling.
3. **HUMAN GROWTH AND DEVELOPMENT** – Students will apply core theory and research regarding the nature and needs of individuals at all developmental levels to their work as professional counselors.
4. **CAREER DEVELOPMENT** – Students will apply core theory and research pertaining to career development, the psychology of work, and related life factors to the practice of professional counseling.
5. **HELPING RELATIONSHIPS** – Students will exhibit the knowledge base and skills needed to ethically and effectively deliver a range of professional counseling and consultation services.
6. **GROUP WORK** – Students will understand the theoretical and experiential foundations of group purpose, development, and dynamics and will apply group counseling methods and skills to the practice of professional counseling.
7. **ASSESSMENT** – Students will understand principles of testing and measurement and will apply both individual and group methods of assessment and evaluation to their work as professional counselors.
8. **RESEARCH AND PROGRAM EVALUATION** – Students will understand how research methods, statistical analysis, needs assessment, and program evaluation are conducted and the role of these practices in the counseling profession.

Course Goals and Objectives:

As a result of this course, students will:

1. Understand theoretical foundations of group counseling and group work. (CACREP II.F.6.a.)
2. Recognize dynamics associated with group process and development. (CACREP II.F.6.b.)
3. Identify therapeutic factors and how they contribute to group effectiveness. (CACREP II.F.6.c.)
4. Know characteristics and functions of effective group leaders. (CACREP II.F.6.d.)
5. Recognize approaches to group formation, including recruiting, screening, and selecting members. (CACREP II.F.6.e.)
6. Know types of groups and other considerations that affect conducting groups in varied settings. (CACREP II.F.6.f.)
7. Know ethical and culturally relevant strategies for designing and facilitating groups. (CACREP II.F.6.g)

Required Course Texts and Readings

- American Psychological Association (2010). *Publication manual of the American Psychological Association (6th ed.)*. Washington, DC: Author.
- Bonhoeffer, D. (1954). *Life together*. New York, NY: Harper & Row.
- Holy Bible *Translation of student's choice*
- Jacobs, E. E., Masson, R. L., Harvill, R., & Schimmel, C. J. (2015). *Group counseling: Strategies and skills. (8th ed.)* Belmont, CA: Brooks/Cole.
- Yalom, I. D., & Leszcz, M. (2005). *The theory and practice of group psychotherapy. (5th ed.)*, Cambridge, MA: Basic Books.

Recommended Readings

- Carrell, S. (1993). *Group exercises for adolescents, group work with elders*. Newbury Park, London: Sage Publications.
- Cloud, H., & Townsend, J. S. (2003). *Making small groups work: What every small group leader needs to know*. Grand Rapids, MI: Zondervan.
- Corey, G., M.S., Callanan, P., & Russell, M.J. (2004) *Group techniques (3rd ed.)*. Pacific Grove, CA: Brooks/Cole Cengage Learning
- Corey, M., & Corey, G., Corey, C. (2014). *Groups: Process and practice (9th ed.)* Pacific Grove, CA: Brooks/Cole. ISB: 13: 978-1-133-94546-8
- Gladding, S. (2016). *Groups: A counseling specialty (7th ed.)*. San Francisco, CA: Pearson

Additional Resources

Websites

American Counseling Association:
www.counseling.org Association for Specialists in
Group Work: www.asgw.org
International Association for Social Work with Groups: www.iaswg.org

Method of Instruction and Course Requirements

This class includes seminar-style class discussion, case presentations, skill building exercises, and other teaching methods utilized to monitor and facilitate students' self-awareness, professionalism, and the integration of academic and experiential learning. Students are expected and encouraged to actively participate in this learning experience.

1. DEVOTION REFLECTIONS (DR):

Students are expected complete devotion reflections on the Bonhoeffer book: *Life together*. Students will receive 2 points for each reflection completed, for a total of 10 points. These reflections are centered on the value and purpose of Christian community. Students are encouraged to take what they have learned from this book

and apply those concepts to their experience in the church and/or small groups.

2. DISCUSSION FORUMS (DF):

Students are expected to engage in graduate level class participation that includes regular class attendance and involvement with peers through in-class discussions. Specifics of the week are given which may include questions, articles to read and evaluate, online resources to review and/or videos to view as part of participating in the weekly discussion board.

Instructions and number of forums will vary each week. Follow directions in each discussion forum. Students will write an initial Discussion Forum Post due by 11:59pm EST the Thursday of the assigned week and will submit two responses to classmates or professor by 11:59pm EST on the Sunday of the assigned week. Initial posts should be between 200-250 words. Response posts should be between 100-200 words each. Attachments are not permitted. Responses should balance grace and truth, include (respectful) critical analysis of the posts, seek additional clarification, generate further discussion, or provide additional perspectives for consideration. Posts will be evaluated for both content and APA format using the grading rubric below.

Grading Rubric for Discussion Forum Assignments	Points Available (5)
Thoughtfulness of student's reflection; writing flow; engagement with peers	1
Thorough inclusion of each required component; reflects an understanding of strategies for designing and facilitating groups including ethical and culturally relevant applications.	2
APA-style formatting; grammar, punctuation, and spelling are error-free	1
Follow word-count guidelines	1
Total Points	

Discussion Forum Due: Weeks One - Seven	17% of final grade (5 points x 10 forums = 50 points)
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3. MOODLE QUIZZES (MQ)

Students will take two group quizzes on the Yalom and Jacobs, et al readings. The group quiz will be closed book / closed note, time limited, and contain 10-15 questions. Instructions for the group quiz will be given during the first class. The individual quiz will be open book / closed note, time limited, and contain 20-25 questions. Both quizzes will include multiple choice, true/false, and short answer questions. Quizzes will be available for 1 week and must be completed by the due date on this syllabus.

Quiz #1 – Yalom chapters 1-6; Jacobs 1-6 (Due April 1) – GROUP QUIZ

(Plan accordingly, as one quiz will be submitted for your entire group)

Quiz #2 – Yalom chapters 7-14; Jacobs 7-14 (Due April 22) – INDIVIDUAL QUIZ

Moodle Quizzes Due: Week Four; Week Seven	20% of final grade (30 points x 2 quizzes = 60 points)
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4. ANALYSIS OF GROUP EXPERIENCE (AGE)

Gerald and Marianne Corey conducted a therapy group with a group of graduate counseling students in 1999. This group is a good example of both interpersonal and intrapersonal work. This is also similar to the group experience that we offer our students in the process groups.

The entire group experience takes place over three days and the video is a little less than 2 hours in length. The video is divided into 4 stages: the initial stage, the transition stage, the working stage and the ending stage. Each stage in the video is 30 minutes or less. You will write no more than 2 pages for each stage for a total of 6 to 8 pages for this assignment.

Watch each stage and respond to the following questions for each stage (total of 4 stages).

1. What is your understanding of the goals for the group for this stage?
2. What did you think about the level of activity of the leaders? How did this compare to the level of activity from the members?
3. How do you feel the leaders balanced interpersonal work (work between members) and the intrapersonal work (work with individual issues) (see Jacobs text p. 23-25)?
4. If you were a member of this group, comment briefly on how you would experience the group at this stage.

Students will upload this paper to the Discussion Forum prior to the due date and will connect with peers for follow up. Prompts included for this portion of the assignment in the Discussion Forum.

Grading Rubric for Group Analysis assignment	Points Available (60)
Thoughtfulness of student’s reflection; writing flow; thorough inclusion of each required component	10
Paper recognizes and reflects an understanding of dynamics associated with group process and development	20
Correct use of the following: APA-style formatting including the title page and references; error-free grammar, punctuation, and spelling	16
Follow page number/heading guidelines & word count for discussion forum posts	4
Discussion Forum engagement with peers; incorporation of course reading to peer’s film analysis	10
Total:	60

Group Analysis Due: Week Three	20% of final grade 60 points
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5. GROUP AUTOBIOGRAPHY, REFLECTION, & DISCUSSION (GA)

This assignment has three parts. The first two parts will be a paper submitted individually to your professor/instructor for grading. The third part will be conducted in a Moodle Discussion Forum with your peers. Instructions are as follows:

Part One: In 2 to 3 pages, summarize and give a brief overview of your most significant experiences with groups up to this point in your life. You may use the following questions to prompt your reflections and/or descriptions:

1. What types of groups have you been a member? Teams, squads, troops, parties, gaggles of guys or gals, etc...?
2. Briefly describe any significant group experiences which occurred during the following seasons of your life: Kindergarten through grade 5; grades 6 through 8 (middle school); grades 9 through 12 (high school); post high school &/or college years; young adult and or young professional; married or single years; after your child/children were born; or during your 20's; 30's, 40's, 50's, etc... or pick / invent the names of seasons in your life.
3. How do you think your family, family substitute, and/or primary caregivers may have contributed to the way you understand self and others through groups?

Part Two: In 1 to 2 pages, summarize how you experienced the process groups at residency. (Note: if you did not attend the residency, please contact your professor).

1. What did you like / not like about the experience in your process group?
2. When did you feel challenged and when did you feel supported?
3. What leader behaviors did you find helpful, and unhelpful (do not name names, just behaviors, attitudes, statements, etc...)?
4. After the intensive experience, I feel and think _____ (what?) about leading groups in my future.

Be sure to practice healthy boundaries, healthy self-disclosure, healthy identification of needs, and deeply listening to one another as we share a bit more about our lives. Remember, practice confidentiality, vulnerability, and respect.

Part Three: Follow the prompts in Week One Discussion 3 [Group Preparation] Discussion Forum in Moodle to complete this assignment.

Grading Rubric for Group Autobiography, Reflection, & Discussion Assignment	Points Available (30)
Thoughtfulness of student's reflection; writing flow; thorough inclusion of each required component	7

Paper includes therapeutic factors and how they contributed to group effectiveness	10
Correct use of the following: APA-style formatting including the title page and references; error-free grammar, punctuation, and spelling	6
Follow page number/heading guidelines & word count for discussion forum posts	2
Discussion Forum engagement with peers; incorporation of course reading to assignment	5
Total:	

Group Autobiography Due: Week One	10% of final grade 30 points
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6. GROUP LEADERSHIP PROJECT (GLP)

This assignment provides an opportunity for students in a task group to research, design, and present a group model. This group could be used in a counseling, ministry, or other setting. The Jacobs et al. (2015) and Yalom & Leszcz (2005) texts provide multiple possibilities for such groups. Some examples of group models and methods that would work well for this project include support groups, peer-facilitated groups, parent education groups, therapy groups, self-help groups, etc.)

You are encouraged to work with others in this project out of common professional interests in particular group work approaches and to further your creativity and understanding.

This project will include three parts: (1) a group written component, (2) a presentation and (3) an individual post-group project reflection paper. All three parts of the final project are due the day that your group presents. A complete grading rubric for this assignment is available at the end of this syllabus.

(1) **The written component** is a group manual in which the following areas are addressed:

1. Purpose and goals of the group
2. Target participants
3. Suggested theoretical orientation for the group
4. Detailed description of each week's group plan, with clear examples
5. Research regarding the effectiveness of the intervention
6. Limitations of the group experience
7. Appendices with the necessary paperwork for conducting the group (screening interview, group activities, consents for participation, etc.)

The manual should include a minimum of 3 references/sources in addition to any you use from the assigned course readings. At least one reference should come from the

Journal for Specialists in Group Work (include a reference page). The required length for this assignment is based on what your group requires to cover all of the areas above. Your final written product will be shared with the entire class (uploaded to Moodle) to become a professional resource for your classmates in their future endeavor in conducting group work.

(2) **The presentation** will be created in PowerPoint. Each group will share this with the rest of the class via Discussion Forum. Groups will compile a 15-20 slide presentation that follows the written component above. Include a slide with your references.

Specific grading criteria and grading rubric are included below.

(3) **The individual post-group reflection paper** is a 2-3page reflection written by each group member. This reflection should include your honest appraisal of your working group experience during this project. What was your role in the group? Did a group leader emerge? Can you identify for your group any of the typical group stages that occur? Was there conflict in your group, and if so, how was it handled? This reflection paper is due on the date of your group presentation. (*Note: This will not be shared with your peers, only your professor will read/respond to this paper.*)

Group Leadership Project Due: Week Six/Seven	30% of final grade 90 points total (presentation/paper/discussion forum)
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Student Performance Evaluation Criteria and Procedures

Devotional Reflections	3% of final grade (10 points)
Discussion Forum	17% of final grade (50 points)
Quizzes [2 total - Group; Individual]	20% of final grade (60 points)
Film Analysis & Discussion	20% of final grade (60 points)
Group Autobiography, Reflection, & Discussion	10% of final grade (30 points)
Group Leadership Project	30% of final grade (90 points)
Total:	300 points

Grading Scale:

A	95 - 100% (285 - 300 points)	C	75 - 78% (225 - 236)
A-	92 - 94% (276 - 284 points)	C-	72 - 74% (216 - 224)
B+	89 - 91% (267 - 275 points)	D+	69 - 71% (207 - 215)
B	85 - 88% (255 - 266 points)	D	65 - 68% (195 - 206)
B-	82 - 84% (246 - 254 points)	D-	62 - 64% (186 - 194)
C+	79 - 81% (237 - 245 points)	F	61% and below (185 points & below)

Final course grades of 224 points or less are considered “Unsatisfactory” and the course will need to be repeated.

K, S, V Outcomes	Instruction (When, How)	Evaluation Method
Understand theoretical foundations of group counseling and group work. (CACREP II.F.6.a.)	Readings, weekly lessons, and dialogue weeks one to four; discussion forums; group leadership project planning	Group Quiz - Quiz #1
Recognize dynamics associated with group process and development. (CACREP II.F.6.b.)	Readings, analysis of group (Corey video), and dialogue weeks one to five; discussion forums	Analysis of Group (Corey video) & Discussion
Identify therapeutic factors and how they contribute to group effectiveness. (CACREP II.F.6.c.)	Readings and weekly lessons, specifically weeks two through three; analysis of group (Corey video); group autobiography and reflection	Group Autobiography, Reflection, & Discussion
Know characteristics and functions of effective group leaders. (CACREP II.F.6.d.)	Readings, lessons, and dialogue weeks one through seven; analysis of group (Corey video); group leadership	Individual Quiz - Quiz #2

Recognize approaches to group formation, including recruiting, screening, and selecting members. (CACREP II.F.6.e.)	Readings, lessons, and dialogue weeks one through seven; group leadership project planning	Group Leadership Project
Know types of groups and other considerations that affect conducting groups in varied settings. (CACREP II.F.6.f.)	Readings, lessons, and dialogue weeks one through seven; group leadership project planning	Group Leadership Project
Know ethical and culturally relevant strategies for designing and facilitating groups. (CACREP II.F.6.g)	Readings, weekly lessons, and dialogue weeks one to four; discussion forums; analysis of group (Corey video); group leadership project planning	Discussion Forum

The table below maps the course assignments to the course learning objectives listed above.

	II.F. 6.a.	II.F. 6.b.	II.F. 6.c.	II.F. 6.d.	II.F. 6.e.	II.F. 6.f.	II.F. 6.g.
DF							x
MQ	x			x			
AGE		x	x	x			x
GA			x				
GLR					x	x	

Class Policies

Right of Revision: While the assignments are connected to assessment the facilitating instructor has the authority to change an assignment to better fulfill the objectives of the class if in her estimation it is believed that the assignment will better accomplish that objective. No advanced notice is required and those students who work ahead may find that they will have an extra assignment to complete this class.

Zoom Virtual Classroom: During the first week of the course, you will meet with your professor and classmates synchronously via Zoom to be oriented to the course and connect with them. Following the first week, your class will meet every-other week (3, 5, and 7) for live class. The day and time for these meetings will be decided on by the class and the professor.

Work Turned in Policy: All work assigned must be turned in for a student to successfully complete this course. Each assignment is tied to the course objectives and assessment of this class and therefore needs to be completed to comply with assessment requirements of our regional accrediting body. Should a student fail to turn in an assignment, the professor decides if that student may pass the course.

Missed and Late Assignments Policy: All paperwork and assignments must be completed in order to pass this class. There is no exception to this policy. Late assignments reflect on a student's developing professionalism as a mental health counselor. If you know in advance that you cannot turn an assignment in on time, an

alternate due date *may* be negotiated without penalty if you make arrangements with me before the date the assignment is due. Three late assignments will result in remedial work (e.g., five-page paper). Discussion assignments must be completed in the week due unless student has discussed the reason for the delay with the professor prior to the end of the grading period. Late posting after the online week closes will not be graded.

Writing Expectations: Graduate students are expected to submit written work that reflects personal engagement and cognitive, affective and skill based learning. Papers will be graded for content that analyzes, evaluates and synthesizes, spelling, grammar, and style. The APA format is expected for writing assignments unless otherwise indicated. The elements of APA that typically apply are the following: Title Page, Running Head, Content Heading if applicable, in paper citation of references used and list of all References at the end of the paper. You may want to purchase: *The Publication Manual of the American Psychological Association, 6th Ed.* Each course web site has "Citation Help" which provides helpful links and tutorials.

Formatting File Names: When saving files to your computer, and submitting for a grade, be sure to name the file according to these conventions: the assignment name followed by one's first and last name (e.g., "Integration of Faith and Counseling Statement - IrvinYalom").

This allows your files to be downloaded by the grading instructor and prevents the loss of files that do not reflect the student, course, or project.

Email Communication: Students are expected to check their Huntington University email address on a regular basis throughout the week to access course information and updates. To facilitate efficient email communication, the subject line of all email messages to the Instructor related to this course should include the course number and the name of the student (e.g., SUBJECT: CN 500 - DietrichBonhoeffer: question or comment). Email messages should include students' first and last names in the signature.

Attendance Policy: Students are expected to participate weekly in the online classroom. Failure to participate in the first seven days will result in automatic withdrawal from the course. See the Student Handbook on the Huntington University portal for additional details. <http://my.huntington.edu>

Plagiarism and Cheating:

Plagiarism is the use of the ideas, information, or wording of another without proper acknowledgement, leaving the false impression that the material is original with the student. Students will be held responsible for knowing the difference between legitimate and illegitimate use of source material. The academic community places high value on intellectual honesty.

Representation of work as one's own but taken from another source by plagiarism or cheating is a serious offense, the penalty for which will result in failure for the paper or exam and may result in failure for the course.

Technology Support: If you have any technical questions or problems with Moodle, Adobe Connect, or other technology, you can email moodlehelp@huntington.edu

or call phone support at 260-359-4357. Phone support hours are: Monday – Friday 8:00 AM to 5:00 PM

Library Services: You will see a Library Guide that will connect you to all the library services available to you from Huntington University.

Disability and Accessibility:

In compliance with Section 504 of the Rehabilitation Act of 1973, Huntington University makes reasonable accommodations for students with disabilities. The director of the Academic Center for Excellence (ACE) is the advocate and coordinator of services for students with disabilities at the University.

Any student who has a learning, orthopedic, sensory or psychiatric condition that substantially limits one or more major life activities and who would benefit from accommodations may be eligible for assistance. Students may contact the ACE in person, by phone at 260-359-4290 or by e-mail at kchafin@huntington.edu for more information.

CN 606 – Theory and Practice of Groups Course Schedule

<u>Week</u>	<u>Topic/Assignments</u>	<u>Readings/Due Dates</u>
<p>Week One <i>March 4 – 10</i></p>	<p>Course Introduction Course Overview & Expectations; Syllabus & Assignment Review Introduction to Groups: Why Group Counseling? Live Class – March 8 - 7:00pm EST</p>	<p>Bonhoeffer - Introduction Jacobs et al. – 1-2 Yalom – 1-2 Group Autobiographical Statement Discussion Forum</p>
<p>Week Two <i>March 11 – 17</i></p>	<p>Group Purpose & Planning Group Cohesiveness Leader Skills in Group Yalom’s Therapeutic Factors</p>	<p>Bonhoeffer – 1 Jacobs et al. – 3-4, 6 Yalom – 3-4 Discussion Forum</p>
<p>Week Three <i>March 18 - 24</i></p>	<p>Getting Group Started Group Leader: Tasks Working in the Here-and-Now Live Class -</p>	<p>Bonhoeffer – 2 Jacobs et al. – 5, 7 Yalom – 5-6 Analysis of Group (Corey) Discussion Forum</p>

Week Four <i>March 25 - 31</i>	Group Members Transference & Transparency Selecting Group Members Using Counseling Theories in Groups	Bonhoeffer – 3 Jacobs et al. – 8, 13, 16 Yalom – 7-8 Group Quiz Discussion Forum
Week Five <i>April 1 - 7</i>	Group Stages Using Processing Exercises Live Class -	Bonhoeffer – 4 Jacobs et al. – 9-12 Yalom – 11-12
Week Six <i>April 8 - 14</i>	Group Termination Problem Group Members Specialized Group Formats/Aides Closing a Group	Bonhoeffer – 5 Jacobs et al. – 14-15 Yalom – 13-14 Group Leadership Project Discussion Forum
Week Seven <i>April 15 - 21</i>	Group Counselor Training Working with Specific Populations Course Wrap-up Live Class -	Jacobs et al. – 17 Yalom – 16-17 Individual Quiz Group Leadership Project Reflection Discussion Forum

References

(Note: These may also be uploaded on Moodle).

- Bacha, C.S. (2001). The courage to stay in the moment. *Psychodynamic Counselling*, 7(3).
- Bridbord, K. & DeLucia-Waack, J. (2011). Personality, leadership style, and theoretical orientation as predictors of group co-leadership satisfaction. *Journal for Specialists in Group Work*, 36(3), 202- 221. DOI: 10.1080/01933922.2011.578117
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- Dossick, J., & Shea, E. (1988). *Creative therapy, 52 exercises for groups*. Sarasota, FL: Professional Resource Exchange.
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- Furr, S.R. (2000). Structuring the group experience: A format for designing psychoeducational groups,

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Haney, H., & Leibsohn, J. (2000). *Basic counseling resources in groups: A multimedia learning system for the helping professions* (work text, CD-ROM, and video package). Pacific Grove, CA: Brooks/Cole.

Icenogle, G. W. (1994). *Biblical Foundations for Small Group Ministry: An Integrative Approach*. Downers Grove, IL: InterVarsity Press.

Ivey, A. E., Pedersen, P. B., & Ivey, M.B. (2001). *Intentional group counseling: A microskills approach*. Pacific Grove: CA: Brooks/Cole.

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Khalsa, S. S. (1996). *Group exercises for enhancing social skills and self-esteem*. Sarasota, FL: Professional Resource Exchange.

Leben, A. (1997). *Directive group play therapy*. Sarasota, FL: Professional Resource Exchange.

Moreno, J. (2007). Scapegoating in group psychotherapy. *International Journal of Group Psychotherapy*, 57(1).

Powell Livingston, L.R. (2006). No place to hide: The group leaders' moments of shame. *International Journal of Group Psychotherapy*, 56(3).

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Schimmel, C.J. & Jacobs, E. (2011). When leaders are challenged: Dealing with involuntary members in groups. *Journal for Specialists in Group Work*, 36(2), 144-158. DOI: 10.1080/01933922.2011.562345

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Shapiro, E. (2002). Parting gifts: Termination rituals in group therapy. *International Journal of Group Psychotherapy*, 52(3)

Shapiro, J. L., Pelz, L. S., & Bernadett-Shapiro, S. (1998). *Brief group treatment: Practical training for therapists and counselors*. Pacific Grove, CA: Brooks/Cole.

Stockton, R. (2010). The art and science of group counseling. *Journal for Specialists in Group Work*, 35(4), 324-330, DOI: 10.1080/01933922.2010.515904

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Yalom, I. (1983). *Inpatient group therapy*. New York: Basic Books.