Theory and Practice of Group Counseling 10th edition Corey Solutions Manual

SKU: 9780357622957-SOLUTIONS

Instructor Manual

Gerald Corey, *Theory & Practice of Group Counseling*, 2023; 9780357622957
Chapter 2: Group Leadership

Table of Contents

Purpose and Perspective of the Chapter 2
Learning Objectives 2
Complete List of Chapter Activities and Assessments 3
Key Terms 3
What's New in This Chapter 3
Chapter Outline 3
Focus Questions 4
Lecture Outline: Notes and Comments 5
Additional Resources 14
Instructor Resources 14
Web Links 14

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Group Counseling 10th edition Corey Solutions Manual

Purpose and Perspective of the Chapter

The purpose of this chapter is to describe the influence of the group leader as a person and as a professional. After discussing the personal characteristics of effective leaders, this chapter then analyzes the skills and techniques that are necessary for successful leadership and the specific functions and roles of group leaders.

CACREP Standards for Group Work

Below are the CACREP (2016) Standards (see Preface section of the text) that apply to the field of group work that are covered in Chapter 2 of the text:

1. Understand and be able to demonstrate various types of group leadership styles and approaches (CACREP Standard #4).
2. Understand the personal characteristics of group workers that have an impact on members: knowledge of personal strengths, weaknesses, biases, values and their effect on others (CACREP Standard #5).
3. Review the special skills for opening and closing group sessions (CACREP Standard #6).
4. Review and discuss current research literature pertaining to group work (CACREP standard #7).

Learning Objectives

The following objectives are addressed in this chapter:

1. Identify the characteristics and functions of effective group counselors.
2. Identify key issues and special problems faced by beginning group counselors.
3. Describe ways of creating safety and trust in a group.
4. Differentiate between facilitative and inappropriate self-disclosure by the group leader.
5. List and define the various group leadership skills.
6. List specific skills and tasks in opening group sessions.
7. List specific skills and tasks in closing group sessions.
8. Understand the role of diversity issues in the therapeutic relationship.
9. Explain what is involved in becoming a diversity-competent group counselor.
10. Explain the difference between evidence-based practice and practice-based evidence.

[return to top]

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Group Counseling 10th edition Corey Solutions Manual

Complete List of Chapter Activities and Assessments

For additional guidance refer to the Teaching Online Guide.

Assignments	Point Value	Seat Time
Chapter 2 Knowledge Check	10 Points	5 minutes
Chapter 2 Quiz: Group Leadership	25 Points	10-20 minutes
Chapter 2 Video Quiz: Group Leadership	20 points	10 minutes
Chapter 2: Helper Studio: Group Member Needs	20 points	15 Minutes

[return to top]

Key Terms

- Cultural empathy
- Evidence-Based Practice (EBP)
- Practice-Based Evidence (PBE)
- Cultural competence

[return to top]

What's New in This Chapter

- Expanded section on the role of religious and spiritual values in group work.
- Additional discussion on how to have culturally sensitive conversations in a group format.

[return to top]

Chapter Outline

- The Group Leader as a Person
  - Personality and Character
  - A Concluding Comment
- Special Problems and Issues for Beginning Group Leaders
  - Initial Anxiety

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Group Counseling 10th edition Corey Solutions Manual

  - Self-Disclosure
- Group Leadership Skills
  - Don't Overwhelm Yourself!
- Special Skills for Opening and Closing Group Sessions
  - Procedures for Opening a Group Session
  - Procedures for Closing a Group Sessions
- Becoming a Diversity-Competent Group Counselor
  - Beliefs and Attitudes
  - Knowledge
  - Skills and Intervention Strategies
- Developing Your Group Leadership Style
- The Role of Research in the Practice of Group Work
  - The History of Group Work Research
  - Group Practitioners' Perceptions of Research in Group Work
  - Evidence-Based Practice in Group Work
  - Developing a Research Orientation

[return to top]

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/online examinations or writing assignments.

1. What are the personal characteristics that you deem most essential for effective group leadership? What are some personal assets you possess that you think will be of assistance to you as a group leader?
2. Anxiety is frequently experienced by beginning group leaders. Discuss how you might experience anxiety when you think about being involved in the work of group leading.
3. What are the major concerns you have when you think about becoming a group leader? Discuss what you consider to be one of your most pressing concerns.
4. Self-disclosure is both a skill and a process that group leaders need to learn. What guidelines can you develop to assist you in determining whether or not your disclosures are facilitative? What kinds of problems do you anticipate, if any, in the area of self-disclosure as a group leader?
5. After reviewing the specific group-leadership skills in the textbook and the *Student Manual,* identify the skills you think are your areas of strength. Which skills do you

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Group Counseling 10th edition Corey Solutions Manual

see as needing the most improvement? How might you go about developing these skills?

6. Special skills are needed to effectively open and close each group session. Mention a few procedures you might employ on a routine basis as a way to open and to close a group.
7. What do you see as being the main advantages of working with a coleader? What about some disadvantages?
8. What are some specific characteristics that you'd most look for in selecting a coleader? Explain why you selected these factors. Mention some things you would want to discuss with your co-leader before you approached a new group.*
9. Mention and discuss what you see as being the most significant forces that have affected your style of group leading.
10. What can be gained by integrating research findings into your clinical practice? What are some advantages of using evidence-based approaches as a group leader? Are there any potential disadvantages? If so, what might they be?

*** NOTE:** In the *Student Manual* there is a checklist of guidelines for meeting with a coleader. Looking over these 13 guidelines is a concrete way of identifying the areas where students see themselves functioning especially well and those areas needing improvement. These guidelines can be productively used by having coleaders ask each other relevant questions as they process their relationship throughout the course of a group's history.

Lecture Outline: Notes and Comments

A. Introduction
   1. Although we focus on the topic of group leadership at this point in the course, we will come back to this topic throughout the course. Issues come up as the students are leading groups and, thus; this topic cannot be covered fully in one week.

B. The Group Leader as a Person
   1. My bias is to emphasize that a group leader will be no more effective as a leader than he or she is as a person. Thus, my emphasis is on personal characteristics that may be facilitative or inhibitory in a group.
   2. The text identifies the following personal characteristics as being most important as variables related to effective group leadership: presence, personal power, courage, willingness to confront oneself, sincerity and authenticity, sense of identity, belief in group process and enthusiasm, inventiveness and creativity, stamina, and a commitment to self-care. A good discussion catalyst is to ask students to identify what they consider to be the few most important personal characteristics of the effective group counselor. How can they either acquire or

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Group Counseling 10th edition Corey Solutions Manual

enhance these characteristics? How can they begin this process in this group course?

3. In their own self-directed groups, these students are expected to look honestly at their own level of courage, their degree of genuineness, their own sense of enthusiasm, and so on. I believe that their willingness to continually look at themselves and to work on their own struggles should be given priority. During the course, they can continually take opportunities to deal with their own feelings, values, and conflicts as these surface in the work they do as beginning group leaders.

C. Problems and Issues Facing Group Leaders

1. An excellent way to provide the focus on the leader as a person is to begin with questions such as: What are your motivations for wanting to be a group leader? What personal needs are met through leading groups? How do you grow personally from the interactions you have with the members of your group and with your co-leader? How do you deal with the anxieties that you face as a group leader?
2. The *Student Manual* has a number of suggestions for activities in class, including role-playing possibilities.
3. We spend much time on matters dealing with working effectively with co-leaders. This includes discussing what members can learn through the modeling done by co-leaders.

D. Overview of Techniques and Therapeutic Interventions: Skills and Functions of Group Leaders

1. It is reasonable to expect that students will be able to identify, define, describe, and give clear examples of the basic skills and functions of group leaders. These terms and skills are (also see Table 2.1 in the text):
   - active listening
   - restating
   - clarifying
   - summarizing
   - questioning
   - interpreting
   - confronting
   - reflecting feelings
   - supporting
   - empathizing
   - facilitating

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Group Counseling 10th edition Corey Solutions Manual

- Initiating
- setting goals
- evaluating
- giving feedback
- suggesting
- protecting
- disclosing oneself
- modeling
- linking
- blocking
- terminating

2. In my lectures on group leadership skills I give a brief description of some of the skills and often demonstrate these skills in the classroom in small groups.
3. I find trouble in attempting to teach each skill in a systematic and isolated manner. Although I do spend time in going through the skills, I prefer to teach these skills in a more integrative manner, especially during the demonstrations and the experiential groups in class.
4. The list of specific skills and functions provides a framework for ongoing evaluation of the group leaders. In the *Student Manual* you'll see a 22-item evaluation form, which contains the 22 skills listed here plus other specific leadership skills. I have evaluated the leaders on this scale when I have observed their group leading directly. I use this form as one basis for a private discussion with the student to talk about progress in learning and mastering the skills. Even more important is the leader's *self-evaluation.* Students are asked to complete this evaluation at three points during the semester; their co-leader also completes the evaluation. In this way the students have feedback from several sources.

E. Becoming a Diversity-Competent Group Counselor
   1. After reading ASGW's (2012) *Multicultural and Social Justice Competence Principles for Group Workers* and the sections in the textbook in Chapter 2 that deal with becoming a diversity-competent group counselor, students can be asked to reflect on the areas of competence they now possess as well as areas in which they need to acquire knowledge and skills.
   2. In the *Student Manual* there is a Checklist for Becoming a Diversity-Competent Group Counselor that will help them identify their strengths and limitations in working with groups from a multicultural perspective.

F. Skills in Opening and Closing Group Sessions

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Group Counseling 10th edition Corey Solutions Manual

1. The *Student Manual* contains some guidelines that students have found helpful in opening and closing a particular group session. I find that students need practice and coaching in these skills; too often there is very little effort made to tie one session to another.
2. Consult the *Student Manual* for specific exercises that you might find useful in group work related to opening and closing in addition to a detailed list of questions as a review/checklist for examining one's level of skill development on the 22 skills described.

G. Developing Your Style of Group Leadership
   1. Students generally find this a topic of interest. You might consider giving a lecture on the various styles of group leadership, and then asking students to form smaller groups to clarify which style comes closest to their own.
   2. A problem that may occur is that the beginning student in group counseling most likely has little feel for "a style of leadership." My attempt is to get them thinking about what style they might develop.

H. The Role of Research in the Practice of Group Work
   1. Research and clinical practice are not always well integrated. I think it is important that you emphasize the advantages of integrating them and show your students how they might accomplish this. Consider bringing a few scholarly journal articles into class that focus on some element of group work. You can then lead a discussion on how the research findings might influence practice in very concrete ways. Be sure to also discuss ways that clinical practice can inform research.
   2. Given the increasing use of Evidence-Based Practices, it is imperative for trainees to understand their advantages and disadvantages. You might have students form small groups to discuss the advantages and disadvantages, or split the class in half and have a debate about the topic, with each half taking the opposing stance.
   3. Some students who are training to become clinicians may view research and statistics to be daunting and "hoops to jump through" in order to earn their degrees. With that in mind, I try to make this part of my lecture as engaging and interactive as possible to persuade students to give research a chance and make it more accessible to them.

I. Gerald Corey's Lectures for *Theory & Practice of Group Counseling*: If you are using the companion eBook, those lectures can be useful in focusing students on the key points of each chapter. You may want to show these brief lectures (about 15 minutes) in class as a way to introduce some highlights of each chapter; you can flesh out my brief lectures with the points you think are most important. Below are a few key points that I make in the eBook for this chapter:

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Group Counseling 10th edition Corey Solutions Manual

1. The group leader as a professional cannot be considered as separate from the group leader as a person.
2. There are a number of personal characteristics that are related to being an effective group leader. Some of these qualities are: presence, stamina, self-care, honesty and genuineness.
3. Self-care is not a luxury for group workers; it is an ethical mandate.
4. Group leadership skills that are described in the chapter are mastered with supervised practice. Do not overwhelm yourself with the pressure of having to master all of these skills at once or immediately. Be patient!
5. You can learn skills of group facilitation by being in a group as a member. Your experience in a group as a member can be invaluable both personally and as a group practitioner.
6. Becoming a diversity-competent group leader involves self-awareness, knowledge, and skills. You need to be aware of how your own culture is affecting you, and you must have an awareness of your beliefs and attitudes. While knowledge of cultural groups is important, you do not need to be a cultural anthropologist to be an effective group worker. Work continuously at acquiring and polishing skills that will enable you to work competently with diverse individuals in a group.

[return to top]

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Group Counseling 10th edition Corey Solutions Manual

Evaluation Form for Group Leaders

In the *Student Manual* I've provided a 22-item assessment form of the specific skills that are discussed in the textbook, along with a checklist of questions that can help leaders focus on their level of skill development on these various dimensions. The form that follows is somewhat similar for the first 22 items (without the self-examination questions), yet it has additional items.

If this evaluation form appears to be something that would be of use to you and your students, you can have it reproduced and use it in addition to the shorter form that is in the *Student Manual.* If you directly supervise your students, then you might use this form as an evaluation device.

Evaluation Form of Group Leader Skills

The following evaluation form can be used in several ways. It can be used by group leaders as a self-evaluation form, which is its basic purpose. This self-inventory will give you, as group leaders, a set of criteria to assess many of your strengths and specific areas that need improvement. This form can also be used by co-leaders to rate each other, by supervisors to evaluate leadership performance, and by group members as a basis of evaluating their leaders.

The following specific variables are to be rated on a five-point scale, using the following code.

5 = This is done with an exceptional degree of competence.

4 = This is done with a high degree of competence.

3 = This is done with an adequate degree of competence.

2 = This is done with a relatively low level of competence.

1 = This is done with an extremely low level of competence.

***NOTE:** Above all, strive for the maximum degree of honesty with yourself as you complete this rating scale.

To what degree does the group leader demonstrate:

____ 1. *Active Listening* (the ability to hear, understand, and communicate this understanding)?

____ 2. *Restating* (the ability to capture the essence of what is said in different words with the effect of adding meaning or clarifying meaning)?

____ 3. *Clarifying* (focusing on underlying issues and assisting others in getting a clearer picture of what they are thinking and feeling)?

____ 4. *Summarizing* (being able to tie together loose ends, identify common themes, and provide a picture of the directional trends of a group session)?

____ 5. *Questioning* (the ability to use questions to stimulate thought and action, and to avoid a question/answer pattern of interaction between the leader and members)?

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Group Counseling 10th edition Corey Solutions Manual

____ 6. *Interpretation* (explaining the meaning of behavior patterns within the framework of a theoretical system)?

____ 7. *Confrontation* (the ability to challenge members in a direct way on discrepancies in such a manner that they will tend to react non-defensively to the confrontation)?

____ 8. *Reflecting Feelings* (mirroring what others appear to be feeling without being mechanical)?

____ 9. *Supporting* (being able to offer some form of positive reinforcement at appropriate times in such a way that it has a facilitating effect)?

____ 10. *Empathy* (intuitively sensing the subjective world of others in a group, being able to adopt the frame of reference of others, and communicating this understanding to clients so that they feel understood)?

____ 11. *Facilitating* (the ability to help members to clarify their own goals and take the steps to reach them)?

____ 12. *Initiating* (demonstrating an active stance in intervening in a group at appropriate times)?

____ 13. *Goal Setting* (being able to cooperatively work with members so that there is an alignment between member goals and leader goals, and being able to assist members in establishing concrete goals)?

____ 14. *Feedback* (giving information to members in such a way that they can use it to make constructive behavior changes)?

____ 15. *Suggestion* (offering information or possibilities for action that can be used by members in making independent decisions)?

____ 16. *Protecting* (the willingness to actively intervene to ensure that members will be safeguarded from unnecessary psychological risks)?

____ 17. *Self-Disclosure* (demonstrating the ability and willingness to share persistent reactions with the members that relate to the here-and-now occurrences in the group)?

____ 18. *Modeling* (demonstrating to members desired behaviors that can be practiced both during and after group sessions)?

____ 19. *Silence* (the ability to effectively deal with the meaning underlying silence in a group session)?

____ 20. *Blocking* (being able to intervene effectively without attacking members who engage in counterproductive behaviors in group)?

____ 21. *Terminating* (creating a climate that encourages members to continue working after sessions)?

____ 22. *Assignment* (suggesting to clients specific activities that they can practice both in and out of group to develop new behaviors)?

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Group Counseling 10th edition Corey Solutions Manual

____ 23. *Role Direction* (being able to direct members to enact specific roles in role-playing situations)?

____ 24. *Diagnosing* (the ability to assess specific problems or conflicts of members in such a way that avoids labeling them)?

____ 25. *Evaluating* (the ongoing appraisal of the process and outcomes of a group)?

____ 26. *Following Through* (the ability to implement and follow through to reasonable completion work that is begun with a client)?

____ 27. *Knowledge of Theory* (demonstrating a theoretical understanding of group dynamics, interpersonal dynamics, and drawing on a model or models in group leading)?

____ 28. *Application of Theory to Practice* (the skill in applying theoretical constructs to actual group practice)?

____ 29. *Perceptivity and Insight* (sensitively and accurately seeing underlying issues and getting at the core of both verbal and nonverbal communications)?

____ 30. *Referral* (presenting to members resources for continued personal growth in such a way that they are likely to seriously consider using these resources)?

____ 31. *Risk-Taking* (the willingness to risk making mistakes and an openness in learning from them)?

____ 32. *Inventiveness and Creativity* (being able to approach a group with fresh ideas, and being able to synthesize a personal therapeutic style from a variety of therapeutic approaches)?

____ 33. *Enthusiasm* (a sense of aliveness, a belief in group process, and the ability to influence members' level of excitement)?

____ 34. *Expression* (being able to verbally express thought and feelings in an effective manner)?

____ 35. *Awareness of Self* (being aware of personal needs, motivations, problems, values, and the impact they have on group process)?

____ 36. *Group Dynamics* (being aware of the many levels of interaction in a group and assisting members in working effectively together)?

____ 37. *Content Orientation* (helping members to focus on certain themes in a structured type of group)?

____ 38. *Cooperation as a Co-Leader* (the ability to effectively work with a co-leader, to plan together, and the ability to carry out these plans in a group)?

____ 39. *Values Awareness* (awareness of how leader's values can either facilitate or inhibit the functioning of a group, and the ability to expose leader values without imposing them on members)?

____ 40. *Ethical Awareness* (demonstrating a knowledge and sensitivity to the demands of the professional responsibility of leading a group)?

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Group Counseling 10th edition Corey Solutions Manual

____ 41. *Techniques* (knowing a range of techniques or therapeutic procedures and being able to use them appropriately in helping members work through personal issues)?

____ 42. *Flexibility* (the willingness to change an agenda, modify a structure, change strategies, and in other ways adapt to the unique needs of a particular member or a certain group)?

____ 43. *Psychological Presence* (the ability to be emotionally in contact with members, and being psychologically ready to lead a particular session)?

____ 44. *Genuineness* (being what one is, the absence of false fronts, a congruence between inner experiencing and external expression, avoiding hiding in roles)?

____ 45. *Structuring* (the ability to use appropriate structuring in a group so that members do not become leader dependent but at the same time do not flounder needlessly)?

____ 46. *Belief in Group Process* (demonstrating a belief in the values of a group for influencing constructive changes)?

____ 47. *Personal Power* (using personal power in such a way that members are not encouraged to adopt a dependent or inferior position)?

____ 48. *Respect* (communicating an attitude of acceptance and seeing value in others and valuing the dignity and autonomy of the members)?

____ 49. *Care* (experiencing and demonstrating an attitude of genuine caring, warmth, and concern for the members)?

____ 50. *Courage* (demonstrating the willingness to do for oneself what is expected of members and being willing to face oneself honestly)?

Some Suggestions for Using This Inventory

1. Go back over the preceding skills and functions and review your list.
2. What did you learn about yourself from thinking about these questions and applying them to yourself?
3. List some of the specific areas (such as “active listening,” “interpreting,” “questions,” and so on) that you think will give you the most difficulty as a group leader.
4. In addition to assessing your competence in using the aforementioned skills, assess your frequency of using them. You can rate yourself on a five-point Likert scale (5= almost always using them; 4= using them often; 3= sometimes using them; 2= occasionally using them; and 1= rarely or never using them). Are there certain skills that you overuse (even if you execute them well)? Conversely, are there skills you could use more often?

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.

Theory and Practice of Group Counseling 10th edition Corey Solutions Manual

Additional Resources

Note that the "Best Practice Guidelines," developed by the Association for Specialists in Group Work (2008); "The Guiding Principles for Group Work" (ASGW, 2021); and the "Ethical Guidelines for Group Therapists," developed by the American Group Psychotherapy Association (2002) listed among the resources below are also available in the Student Manual (available in the Online Student Resources).

Instructor Resources

Watch Gerald Corey's Group Theories in Action video via the Cengage eBook. The group session discussed in this chapter is based on an integrative approach to group counseling.

Association for Specialists in Group Work. (2012). Multicultural and social justice competence principles for group workers.

Association for Specialists in Group Work. (2021). Guideline Principles for Group Work.

Corey, G. (2023). Student manual for theory and practice of group counseling (10th ed.). Cengage Learning.

Corey, G., Corey, M., Callanan, P., & Russell, J. M. (2015). Group techniques (4th ed.). Cengage Learning.

Web Links

Association for Specialists in Group Work **http://www.asgw.org/**

[return to top]

© 2023 Cengage. All Rights Reserved. May not be scanned, copied or duplicated, or posted to a publicly accessible website, in whole or in part.