PREFACE

Group work transforms lives! Upon examination of empirically-based research, client self-reports, and descriptions by seasoned group leaders, the beginning graduate student soon realizes counseling groups are indispensable in practice. The therapeutic elements of a positive group experience are well documented. These “curative factors” have been described as acceptance, altruism, universalization, belonging, security, instillation of hope, increased awareness of emotional dynamics, interpersonal learning, and many other descriptors. The role of professional counselors in educational, corporate, mental health, private practice, and rehabilitation settings calls for knowledge, experience, and competence in facilitating groups. Therefore, the aspiring group leader must develop the knowledge and competencies necessary to provide powerful, growth-enhancing opportunities for clients involved in group counseling. These responsibilities often seem overwhelming and intimidating to the beginning practitioner.

Group work is demanding and requires that the professional counselor both obtain skills and learn about theory and research to competently facilitate groups. Readers who are interested in specializing and being proficient in group work will find the information in this text essential to successful group work practice.

ORGANIZATION AND FEATURES OF THIS TEXTBOOK

This introductory group counseling text is unique in its content and organization:

- Multiple experts have contributed chapter content that provides their unique perspectives on their respective group work specializations.
- The text is divided into two parts: (1) Foundations for Group Work and (2) Useful Approaches and Best Practices. The eight chapters in Part I provide the reader with essential information on theory, basic skills, ethics, evaluation, and diversity in group work. The nine chapters in Part II were conceptualized with the needs of the practitioner in mind, with a robust emphasis on how to do the “work,” so to speak, since we know that competent facilitation means understanding how practice is informed by theory and research.
- The content of this text goes beyond that usually addressed in introductory group work texts. The chapters are not devoted entirely to the adaption or application of theories of individual counseling to the group work setting. Instead of focusing one chapter after another on the application of individual counseling theory to group work, the editors have emphasized other important content areas. Specifically, we have included content-specific chapters on the following topics:
  - Creative approaches to group work (Chapter 9)
  - Group work with challenging formats and member behaviors (Chapter 10)
  - Groups with children (Chapter 11)
  - Groups with adolescents (Chapter 12)
  - Groups with older adults (Chapter 15)
  - Groups and addictions (Chapter 16)
Chapter 8 on the specialty groups identified by the Association for Specialists in Group Work (ASGW)—work/task, psychoeducational, counseling, and psychotherapy—complements and extends the information included in the chapters focused on professional issues related to group work.

Coverage is included on current, vital topics: ethical/legal considerations in group work (Chapter 5), diversity issues in group work (Chapter 6), and efficacy and evaluation of group work (Chapter 7).

The text includes informational sidebars to encourage reader contemplation.

The text includes many case studies and technique descriptions to help the reader identify with and make applications to current or future clients.

Instructors will have access to an Instructor’s Manual with Test Bank and PowerPoint slides via Pearson’s online Instructor’s Resource Center. These provide invaluable resources and teaching tools to support mastery of content for each of the 17 chapters.

The editors have attempted to give readers a broad perspective on group work as they begin to learn and practice. The book provides a comprehensive overview of major issues connected with group work, as well as insight and practical guidelines for group work in general. We know that one book cannot cover all the factors involved in preparing a person to be a group work specialist. With few exceptions, each chapter contains a combination of research, theory, and practice information pertinent to the role of the group work specialist. We hope our text will be well received and seen as one that provides a balance between the needed knowledge base and the skills and techniques that translate theory and research into practice. We look forward to input from our readership.
ACKNOWLEDGMENTS

We would like to thank the contributing authors who so generously gave their time, expertise, and experience to the development of this textbook for the beginning group work specialist. We would also like to thank our families who provided the support to make our writing and editing efforts possible. Our thanks are also directed to the editors and staff of Pearson for their encouragement, understanding, and editing. Without the collaboration and interest of all those whose efforts are reflected in these pages, this edition could not have become a reality. Finally, we would like to honor Doug Gross, who contributed to the development of this book. We valued his contributions and viewed him as an exemplary role model and personable colleague.
MEET THE EDITORS

David Capuzzi, PhD, NCC, LPC, is a counselor educator and member of the core faculty in mental health counseling at Walden University and professor emeritus at Portland State University. Previously, he served as an affiliate professor in the Department of Counselor Education, Counseling Psychology, and Rehabilitation Services at Pennsylvania State University and scholar in residence in counselor education at Johns Hopkins University. He is past president of the American Counseling Association (ACA), formerly the American Association for Counseling and Development, and past chair of both the ACA Foundation and the ACA Insurance Trust.


A frequent speaker and keynoter at professional conferences and institutes, Dr. Capuzzi has also consulted with a variety of school districts and community agencies interested in initiating prevention and intervention strategies for adolescents at risk for suicide. He has facilitated the development of suicide prevention, crisis management, and postvention programs in communities throughout the United States; provides training on the topics of youth at risk and grief and loss; and serves as an invited adjunct faculty member at other universities as time permits.

An ACA fellow, he is the first recipient of ACA’s Kitty Cole Human Rights Award and a recipient of the Leona Tyler Award in Oregon. In 2010, he received ACA’s Gilbert and Kathleen Wrenn Award for a Humanitarian and Caring Person. In 2011, he was named a distinguished alumni of the College of Education at Florida State University, and in 2016 he received the Locke/Paisley Mentorship award from the Association for Counselor Education and Supervision.

Mark D. Stauffer, PhD, NCC, is a core faculty member in the clinical mental health counseling program at Walden University. He specialized in couples, marriage, and family counseling at Portland State University and in counselor education and Supervision at Oregon State University. He has worked in the Portland area in Oregon at crisis centers and other nonprofit organizations working with individuals, couples, families, and groups, often with homeless and at-risk populations.

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In addition to this textbook on group counseling with Dr. Capuzzi, Dr. Stauffer has coedited several other textbooks in the counseling field, Counseling and Psychotherapy: Theories and Interventions (2017); Career Counseling: Foundations, Perspectives, and Applications (2006, 2012); Foundations of Addictions Counseling (2008, 2012, 2016); Foundations of Couples, Marriage and Family Counseling (2015); and Human Growth and Development Across the Life Span: Applications for Counselors (2016).
MEET THE CONTRIBUTORS

Cynthia A. Briggs, PhD, completed her BS in psychology at Guilford College, her MAEd in community counseling at Wake Forest University, and her PhD in counseling at Oregon State University. Her experience as a group counselor ranges from addiction counseling in intensive outpatient programs (IOP) to expressive arts groups to general mental health counseling groups. She is coauthor of the text “Women, Girls and Addiction: Celebrating the Feminine in Counseling Treatment and Recovery.” She is also the creator of a community-based oral history project capturing the lived experiences of World War II, Korean War, and Vietnam War veterans. She is completing her certificate in documentary arts at Duke University.

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**Thelma Duffey, PhD,** served as the 2015–2016 president of the ACA. She is a professor and department chair in the Department of Counseling at the University of Texas at San Antonio and owner of a multidisciplinary private practice. Dr. Duffey was the founding president of the Association for Creativity in Counseling (ACC), a division within the ACA, and she served two terms on the ACA Governing Council. Dr. Duffey is a past president of the Texas Association for Counselor Education and Supervision (TACES), and she served on the executive board of the Southern Association for Counselor Education and Supervision (SACES). Dr. Duffey is the editor for the *Journal of Creativity in Mental Health* (JCMH) and guest coeditor for the *Journal of Counseling and Development*’s (JCD’s) special issue on counseling men and special section on relational-cultural theory (RCT). She is a licensed professional counselor and a licensed marriage and family therapist in Texas. Dr. Duffey’s published books include *Creative Interventions in Grief and Loss Therapy: When the Music Stops, a Dream Dies* and two coedited books, *Child and Adolescent Counseling Case Studies: Developmental, Systemic, Multicultural, and Relational Contexts* and *A Counselor’s Guide to Working with Men.* She also has over 60 publications in the areas of creativity, innovations in grief and loss counseling, relational competencies (relational-cultural theory), and addictions.

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Meet the Contributors

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