# Theory & Practice of Group 5th Edition Counseling

Gerald Corey

### ◆ FIFTH EDITION ◆

### THEORY AND PRACTICE OF GROUP COUNSELING

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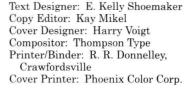
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This book is printed on acid-free recycled paper.

### To my mother, Josephine Corey

- ◆ You taught me how to work hard and be happy
- ◆ You led by example for 94 years
- ♦ Your presence enriched my life and those who knew you
- ◆ The power of your life continues to influence me
- ◆ Your spirit will always be a part of mine

### PREFACE

Group counseling is an increasingly popular form of therapeutic intervention in a variety of settings. Although many textbooks deal with groups, very few of them present an overview of various theoretical models and describe how these models apply to group counseling. This book outlines the basic elements of group process, deals with ethical and professional issues special to group work, and presents an overview of the key concepts and techniques of ten approaches to group counseling. The book also attempts an integration of these approaches and encourages students to develop a framework that leads to their own synthesis.

Theory and Practice of Group Counseling is written in a clear and simple style, so that students will have no difficulty understanding the theoretical concepts and their relationship to group practice. Of course, many readers will have taken a course in counseling theories before their group counseling course, and that background will be useful in understanding and applying the material in this book.

This updated fifth edition emphasizes the practical applications of the theoretical models to group work. Its focus is on helping readers develop their own synthesis of various aspects of these approaches. It also has two detailed chapters on the stages of a group's development, providing a guide for leaders in the practice of counseling.

Part One presents an overview of the various types of groups and discusses some general principles that can be applied in working with the reality of cultural diversity in groups. It also covers some basic issues in group leadership; ethical issues in group work; and the stages in the evolution of a group, from formation to termination and follow-up. The references and suggested readings for Part One have been updated.

In this new edition, the sections dealing with group counseling in a multicultural context have been updated and expanded. Also, the topic of the skills required to become an effective multicultural group counselor have been expanded. The coverage of the stages of the development of a group (Chapters 4 and 5) has been revised by condensing and reorganizing some material. A student video is also available, *Evolution of a Group*, which is

co-facilitated by Marianne and Jerry Corey and depicts the various stages in the unfolding of a group. This video is an excellent supplement to the material in Chapters 4 and 5 on the stages of a group.

Part Two examines ten theoretical approaches to group counseling. In this fifth edition some of the chapters have been largely rewritten to reflect recent trends, whereas other chapters have undergone only minor revisions. The following chapters dealing with theory and practice of group work have been extensively revised: psychoanalytic, Adlerian, psychodrama, Gestalt therapy, transactional analysis, behavior therapy, and reality therapy. These revisions were based on the recommendations of expert reviewers, who provided suggestions for updating the discussions of the various theories with regard to current trends, new studies, and recent developments in the practice of the approach. Each of the theory chapters has been revised to reflect contemporary practice.

The chapters in Part Two follow a common organizational pattern, allowing students to easily compare and contrast the various models. A typical chapter introduces the rationale for the model and its unique characteristics; discusses the model's key concepts and their implications for group process, as well as the model's basic procedures and techniques; defines the role and functions of the group leader; and, when applicable, describes the stages of development of that particular group process. Near the end of each of these theory chapters is an updated evaluation section, which is primarily devoted to my personal assessment of the approach under discussion.

Some of these evaluation sections have been largely rewritten, expanded, and reorganized, using the following format in each chapter: contributions and strengths of the approach, limitations, and applications with multicultural populations. This organization makes comparing the theories easier. The necessity for flexibility and a willingness to adapt techniques to fit the client's cultural background is emphasized in each chapter. Students are given recommendations regarding where to look for further training in each of the theoretical approaches. Updated annotated lists of reading suggestions and extensive references at the end of these chapters are offered to stimulate students to expand on the material and broaden their learning through further reading.

Part Three contains two chapters. Chapter 16 compares and contrasts the various group approaches with respect to the goals of group counseling, the role and functions of the group leader, the degree of structuring and division of responsibility in groups, the use of techniques, and the contributions of the various approaches to group work in a multicultural society. The chapter concludes with a description of an "integrative eclectic model of group counseling," which combines concepts and techniques from all the approaches that have been examined and which should help students attempt their own personal integration. The model I present integrates "thinking," "feeling," and "doing" perspectives, with varying emphases at each stage of a group's development. My purpose is to show which aspects of each theory I draw on at the various stages of the group, as well as to offer a basis for blending what may look like diverse approaches to the prac-

tice of group work. Readers are given some guidance in thinking about ways to develop their own synthesis of the various group approaches.

Chapter 17 consists of my version of an integrative approach in working with certain typical themes that might emerge in a group. This is a case of the unfolding of a group in action, an actual three-day residential group co-led by Marianne and Jerry Corey. This chapter is based on the two-hour student video, Evolution of a Group, published with a Student Workbook by Brooks/Cole-Wadsworth (1999). The themes described in Chapter 17 are based on central themes for each of the stages of a group, which are demonstrated in the video. These illustrative samples of group work are intended to make the theoretical perspectives come alive, to provide some flavor of the differences and similarities among the approaches, and to show some ways of drawing on the diverse approaches in working with material that emerges from a group. The video also emphasizes the application of techniques in working with the material that unfolds in the here-and-now context of the group.

For the purpose of getting a general overview of basic issues and of comparisons among the ten theories, I recommend that students read Part Three (Chapters 16 and 17) early in the course (after reading Chapters 1 through 5) to get a general overview of the approaches. Of course, these two chapters will be most important as tools for integrating and synthesizing concepts after readers have studied the contemporary approaches in Part Two.

This book is for graduate or undergraduate students in any field involving human services. It is especially suitable for students enrolled in any of the courses under the general designation of "Theory and Practice of Group Counseling." The book is also for practitioners who are involved in group work or for students and trainees who are interested in leading various types of groups. Those who may find this book useful are psychiatric nurses, ministers, social workers, psychologists, marriage and family counselors, rehabilitation counselors, community agency counselors, school counselors, and mental health professionals who lead groups as a part of their work.

A fifth edition of the Student Manual for Theory and Practice of Group Counseling is available to help students gain maximum benefit from this book and actually experience group process and techniques. The manual includes questions for reflection and discussion, suggested activities for the whole class and for small groups, ideas for supervised training groups, summary charts, self-inventories, study guides, comprehension checks and quizzes, self-tests, group techniques, examples of cases with open-ended alternatives for group counseling practice, and a glossary of key terms. The manual has also been updated and includes new supplementary materials for the ten theories. An ideal learning package is Theory and Practice of Group Counseling, Manual for Theory and Practice of Group Counseling, Evolution of a Group (Video), and Student Workbook to accompany the video.

An Instructor's Resource Manual is also available; it has been revised to reflect the changes in both the textbook and the student manual. The video will be especially useful to illustrate the ideas in Part One and Part Three.

As mentioned earlier in this preface, there is a new educational video and workbook combination designed for student purchase as a self-study interactive program. *Evolution of a Group* is a new concept in training of group workers. This video is designed to bring to life the unfolding of a group. The two-hour educational video is a compilation of the significant group process events that occurred over a three-day residential group therapy workshop, which was co-facilitated by Marianne and Jerry Corey. The group workshop included people who were willing to be themselves and explore some of their real concerns. They were not actors, nor is what is seen scripted dialogue. The video depicts central features that illustrate the development of the group process and how co-leaders facilitate a process as the group moves through the various stages: initial, transition, working, and ending. Chapters 4 and 5 deal with the early and later stages of group respectively, and the video is structured around these stages of development.

Although the video and workbook are not primarily structured around the various theoretical approaches to group conseling, the program does indirectly illustrate how an integration of approaches can be applied to an intensive group experience. Chapter 17 is built around the video group and demonstrates specifically how most of the approaches covered in this book can be utilized in the facilitation of this group. In the video group, we (Marianne and Jerry Corey) demonstrate our own style of group leadership using a co-leadership model. We do not adhere to one particular theory, but as is evident in the video, we have designed our own integrative approach by a systematic borrowing of concepts and techniques from many of the models presented in this book. Our philosophical foundation is mainly existential, in that we highlight the role of life choices in group work. Even from the early stages of group, we draw heavily upon experiential approaches, especially in asking members to bring their concerns into the here and now. The video shows how we facilitate role-playing and symbolic work with most of the members, how we link several members' work together, how we look for common themes that emerge in a group, and how we provide a blend of both support and challenge. Our work is characterized by assisting members to identify and explore areas of concern to them in the cognitive, emotive, and behavioral domains. For a more detailed discussion of our integrative approach, read Chapter 17 early to get a concrete example of a group in action. If you are using the video as a supplement to this book, reading this chapter and viewing the video early will provide a basis for understanding some of the key concepts and techniques discussed in the ten theory chapters.

Watching the *Evolution of a Group* video and reading *Theory and Practice of Group Counseling* alone are not sufficient. It is essential to read and use the workbook that accompanies the video as a way to understand what is being presented. Because it was necessary to condense 20 hours of group interaction from the weekend workshop into 2 hours of video, the workbook is a key to understanding what unfolded in the group and it provides a context for making sense of the interventions that are demonstrated. The

video/workbook is available from Brooks/Cole-Wadsworth, and if packaged with *Theory and Practice of Group Counseling* there is a discount price. For further information contact:

Brooks/Cole-Wadsworth 511 Forest Lodge Road Pacific Grove, CA 93950-5098 Phone: (800) 423-0563

### Acknowledgments

Many of the revisions that have become a part of this textbook since its original edition in 1981 have come about in the context of discussions with students, colleagues, and professors who use the book. Those students and professionals whom I teach continue to teach me in return, and most of my ideas are stimulated by interactions with them. The supportive challenge of my friends and colleagues (with whom I offer classes and workshops and with whom I co-lead groups) continues to keep my learning fresh and provides me with encouragement to keep practicing, teaching, and writing. These friends and colleagues are Patrick Callanan, Cindy Corey, Marianne Schnieder Corey, Lynn Henning, Mary Moline, J. Michael Russell, and Veronika Tracy-Smith. I especially want to recognize the influence on my life and my books of my wife and colleague, Marianne Schneider Corey, with whom I regularly work professionally. Her critique and feedback have been especially valuable in preparing these revisions, and many of the ideas in the book are the product of our many hours of discussions about group work.

The comments of those who provided reviews either before or after the manuscript was revised have been most helpful in shaping up the final product. Those who reviewed the entire manuscript of the fifth edition and offered useful feedback are: Philip Cooker of University of Mississippi; Tyra Turner of Arkansas State University; Allen Weber of St. Bonaventure University; James Wigtil of North Dakota State University; and JoAnne Wigtil. The following graduate students provided helpful reactions from the perspectives of consumers: James Barren of Wayne State University; Michelle Muratori; David A. Shinn; and Roxanne Williams of Xavier University of New Orleans.

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- ◆ Chapter 14: Albert Ellis, President of the Albert Ellis Institute in New York
- Chapter 15: William Glasser, President of the William Glasser Institute; and Robert E. Wubbolding, Xavier University
- ◆ Chapter 17: This case example is based on an actual group that is the subject of a video, *Evolution of a Group*. Let me recognize the courage of the participants in this group for being themselves in the video and providing a real example of the unfolding of a group through its stages that is described in Chapter 17. These individuals reviewed the chapter and gave suggestions that have been incorporated: Jacqueline, SusAnne, Jyl, James, Andrew, Darren, Casey, and Jackie. My thanks to each of you for your contributions. Special appreciation is given to Robert Haynes and Tom Walters, the producer and director of the video, *Evolution of a Group*. Their talents, enthusiasm, hard work, and support made this video program a reality.

This book is the result of a team effort, which includes the combined talents of several people in the Brooks/Cole-Wadsworth family. I appreciate the opportunity to work with a dedicated and talented group of professionals in the publishing business. They include Eileen Murphy, editor and publisher in counseling and psychology; Julie Martinez, assistant editor; Tanya Nigh, senior production editor, who oversees the production of our books; Cecile Joyner, of The Cooper Company, who coordinated the production of this book; and Kay Mikel, the manuscript editor of this edition, whose fine editorial assistance kept this book reader friendly. I also want to recognize the work of the late Bill Waller, who edited the last three previous editions of Theory and Practice of Group Counseling, and whose influence has carried into this edition. I also appreciate the careful work that Mimi Fukuhara did in preparing the index. Their talents, efforts, dedication, and extra time certainly have contributed to the quality of this text. With the professional assistance of these people, the ongoing task of revising this book continues to bring more joy than pain.

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### ◆ PART ONE ◆

## BASIC ELEMENTS OF GROUP PROCESS: AN OVERVIEW

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CHAPTER Two Group Leadership

Chapter Three
Ethical and Professional Issues in Group Practice

Chapter Four
Early Stages in the Development of a Group

Chapter Five
Later Stages in the Development of a Group

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