

Chaminade University
Masters of Science in Counseling Psychology
PSY 611 Group Processes • SUM2018

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Textbook:

Jacobs, E. E., Schimmel, C. J., Masson, R. L. L., & Harvill, R. L. (2016) *Group Counseling Strategies and Skills*. 8th Ed. Boston, MA: Cengage Learning.

Second Benchmark Course - PSY 611 is the second benchmark class where the MSCP faculty continues to observe the actual interpersonal skills and competencies of the students.

Catalog Course Description

This course explores the theoretical nature of groups and the application of group theory to the group counseling process. In examining and applying theories of group counseling, the student-counselor gains self-understanding of peer behavior, group dynamics, and the group building process as a function of participation in the group process. *Prerequisite: PSY 603*

Program Linking Statement

This course develops and assesses the skills and competencies for the MSCP program core student learning outcome of Group Work. In addition, this course also addresses the MSCP core program student learning outcomes of: 1) Professional Issues and Ethics; 2) Research and Evaluation; and 3) Social and Cultural Foundations.

Course Description

This course will present the theoretical aspects for group counseling and the application of theory to group process through experiential practice. Students will be given the opportunity to experience being a group member working on self-selected personal growth goals, and being a co-leader. In this process the student will also explore the development of self-understanding, self-awareness, and interpersonal awareness as a function of participating in the group process.

It is imperative that students keep all syllabi from all courses taken while in the MSCP program to facilitate the application process for licensing, certification, doctorate school application, etc.

Student Learning Outcomes

Students will demonstrate an understanding of:

1. Group processes and group counseling within the context of School Counseling, Mental Health Counseling, and Marriage and Family Counseling.
2. Cultural and diversity issues and how they apply to an understanding/application of the group process.

3. The scientific method and research and how they apply to the group process.
4. Ethics and how it applies to professional practice in the group process.
5. Consultation theories relative to interacting with referring and adjunct professionals, agencies, judicial system and academic institutions.
6. Evolution of a group through its various stages.
7. Basic counseling theories applied within a group context.
8. Assessing effectiveness of a group counseling process.

You are required to actively participate in videotaping and/or role-playing in a group setting. Based on these activities, the instructor will provide each student constructive feedback.

Utilizing a group setting students will also be able to demonstrate an understanding of the following skills and competencies within a group context:

1. Active listening
2. Restating
3. Goal setting
4. Summarization at the end of a group session
5. Provide feedback to group participants
6. Ability to constructively receive feedback from group members
7. Appropriate interaction/social skills with group members
8. Ability to open group sessions
9. Ability to open ongoing group sessions
10. Ability to lead and facilitate the group process
11. Ability to close group sessions

Assessment

Assessment	Description	Points	Applicable SLO
Attendance & Participation	Attending class on time and staying for the entire length of class. Attendance and participation in class are of primary importance both with regard to successful understanding of course material and to personal/professional development and growth. It is my hope that class time will be utilized by each of you in such a way that you will leave feeling enriched and excited about the material, discussions, and activities. Please come to class on-time and having completed the assigned readings prior to arrival. This class focuses on collaboration and it is my expectation that you will make every effort to work with one another in a supportive, thoughtful way. In the event of your absence please make every effort to contact the instructor prior to class time. Students may miss one class without penalization; however, it is your responsibility to determine what was missed during an absence or tardy.	25pts	1, 2, 4, 6, 7

	<p>Participation will also include providing anonymous peer feedback to group facilitators each week.</p> <p><i>If you miss more than one class, you will be given a "C" and you must retake the class. (Graduate programs policy) In addition, instructors have the option to penalize for tardiness or leaving early.</i></p>		
Informed Consent document for Group Therapy	<p>Students will develop an Informed Consent form for one specific type of group therapy (e.g., Anger management group, Substance abuse treatment group, Parenting group, Couple relationship enhancement group, etc.). 2-page paper, APA format.</p> <p>Students should include following information in the informed consent form:</p> <ol style="list-style-type: none"> 1. Information on the nature, purposes, and goals of the group 2. Confidentiality and exceptions to confidentiality 3. Group services that can be provided (e.g., frequency and duration of meetings, length of a group, place for group meetings, fee, open versus closed groups, etc.) 4. The role and responsibility of group members and leaders 5. Inclusion criteria 	20pts	3, 4, 7, 8
Read, Synthesize & Report (4x)	<p>For Weeks 3, 5, 6 and 7, students will sign-up for a sub-topic reading. Students are responsible for synthesizing and summarizing the reading prior to the class and reporting on the main foci/aspects of the reading to their colleagues in class. It is recommended that students print out the readings (from Canvas) highlight and take notes to bring to class to then share their summary with their colleagues.</p>	40pts	1, 2, 3, 4
Group Manual & Theory Research Paper and Presentation	<p>This assignment is meant to give students the opportunity to think through how they might construct a group. Students will decide a) what kind of group they would like to lead (foci, purpose & population), and b) what theory they choose as a foundation for their group. The paper will include multicultural considerations and a discussion of inclusion and diversity. Students will have to support their plan for constructing a group with extant literature. The format for this 2-part paper will be provided in class.</p> <p>Students will present a summary of their Group Manual and Theory Paper on week 10. The length for the presentation should be between 15-20 minutes and should include an illustration or handout for an activity/topic to be covered in the group.</p>	65 pts	1, 2, 3, 5, 8

<p>Group Facilitator Skills & Competencies (Facilitating/ Leading an Experiential Group)</p>	<p>Each student will have the experience of leading a group and also of being a group member. Each student, in pairs (with one leading and a colleague assisting) will have an opportunity to serve as co-facilitators in class on a topic assigned by the instructor. Group facilitators can record the group to aid in reflecting and assessing their facilitation skills. Groups can last between 40-60 minutes. Each student will receive anonymous feedback from group members (instructor provided). Students will be evaluated based on their demonstration of the 11 skills and competencies of a group leader (). Student will be evaluated on their ability to meet the basic counseling proficiencies (pg. 2 of the syllabus) using a modified Likert rating scale. This evaluation will be based on their progress at mid-term and competency demonstrated throughout the term (MSCP requirement for this course).</p>	<p>32 pts</p>	<p>1, 5, 7, 8</p>
<p>Participation in the Experiential Group</p>	<p>A major component of the course is participation in an eight-week experiential group. The group is designed to provide students with first-hand experience of group leadership, group membership, group process, and interventions. While the group is meant to simulate some aspects of a therapeutic group, it is NOT intended to be therapy. Although some self-revelation may be appropriate, students should carefully consider the nature and depth of any self-disclosure. In general, students are expected to maintain appropriate professional and collegial boundaries while participating in group activities. Students are encouraged to actively participate in the group process. However, your grade for participation in the experiential group will be based on your reflection papers, not the nature or content of your participation.</p>	<p>0 pts</p>	<p>1, 5, 6, 7, 8</p>
<p>Reflection Papers (of Experiential group led)</p>	<p>Reflection papers will be turned in the class following experiential group sessions. You will be reflecting on your experience in the previous week's group session. The paper should be 1-2 pages long, typed and double spaced, size 12 font. These papers will focus on your experience in the group, what you thought, what you felt, and what you did to participate and interact as a group member or as co-leader. Please keep in mind all members experience the group differently. Any reference to group participants should be anonymous, do not mention or cite members by name or gender. These papers should be comprehensive and culminate on what the student learned (content) and how the student learned (process). Focus on conceptualizing any</p>	<p>18 pts</p>	<p>1, 6, 7</p>

	<p>themes of the group experience. As a guide in developing the assignment, process the following areas:</p> <ul style="list-style-type: none"> - Reflect on your experience in the group- what you thought, felt, etc. - What did you learn about being a member/leader in a group? What did you learn about yourself- qualities that may enhance or hinder your effectiveness in leading a group? - What techniques and skills were used? - Comment on the level of cohesion in the group. How did you contribute or not, and if so explain why? - What did you notice contributed to a working and productive group? - Comment on the level of trust in the group. How was trust generated or not? - If there were instances of ‘stuckness’, conflict, anxiety, resistance, etc. explore how you perceived it in the context of the group. How were they maneuvered? Was it successful? 		
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Student performance will be assessed throughout the course through participation, reflection papers, group process skills and participation, group construction, and a presentation.

Grading

Attendance & Participation	25
Informed Consent document	20
4 Read, Synthesize & Report @ 10 pts	40
9 Reflection papers @ 2 pts.	18
Group Manual & Theory Research Paper and Presentation	65
Group Facilitator Skills & Competencies	32
Total Points	200

180-200 (90%↑) = A
160-179 (80%↑) = B
Below 160 (↓80%) = C :You must repeat the course

Expected Classroom Conduct

Classroom expectations include:

- Participating in class activities
- Respecting the diversity of cultures, opinions, viewpoints in the classroom
- Listening to fellow students, professors, and lecturers with respect
- Arriving on time, prepared for class and attending for the duration of class
- Not reading other materials, books, newspapers, or using laptops for other activities
- Turn off cell phones and other electronic devices
- Not engaging in any racist, homophobic, sexist, and other disrespectful comments made to or about other people

Respectful language and behavior is expected of all students during classes and class discussions. Potentially controversial topics or issues, on which class members may disagree, may be covered or discussed within the context of describing and critiquing research studies or procedures. Students in this class should feel safe, and free to discuss topics and issues in an open and professional manner. Disrespectful, harassing, and abusive language have no place in professional discourse.

Academic Honesty

Violations of academic honesty principles are extremely serious and won't be tolerated. Examples of dishonesty are records theft, cheating on examinations, altering grades, and plagiarism. Specific instances of dishonesty are investigated first by the instructor, then the program director. The penalty for dishonesty can range from an F grade to expulsion from the University.

Scientific Method Definitions

The **METHODS OF SCIENCE** are only tools, tools that we use to obtain knowledge about phenomena.

The **SCIENTIFIC METHOD** is a set of assumptions and rules about collecting and evaluating data. The explicitly stated assumptions and rules enable a standard, systematic method of investigation that is designed to reduce bias as much as possible. Central to the scientific method is the collection of data, which allows investigators to put their ideas to an empirical test, outside of or apart from their personal biases. In essence, stripped of all its glamour, scientific inquiry is nothing more **THAN A WAY OF LIMITING FALSE CONCLUSIONS ABOUT NATURAL EVENTS.**

Knowledge of which the credibility of a profession is based must be objective and verifiable (testable) rather than subjective and untestable.

SCIENCE is a mode of controlled inquiry to develop an objective, effective, and credible way of knowing.

The assumptions one makes regarding the basic qualities of human nature (that is, cognitive, affective, behavioral, and physiological processes) affect how one conceptualizes human behavior.

The two basic functions of scientific approach are 1) advance knowledge, to make discoveries, and to learn facts in order to improve some aspect of the world, and 2) to establish relations among events, develop theories, and this helps professionals to make predictions of future events.

Research Design And Counseling
Heppner, Kivlighan, and Wampold

A **THEORY** is a large body of interconnected propositions about how some portion of the world operates; a **HYPOTHESIS** is a smaller body of propositions. **HYPOTHESES** are smaller versions of theories. Some are derived or born from theories. Others begin as researchers' hunches and develop into theories.

The **PHILOSOPHY OF SCIENCE** decrees we can only falsify, not verify (prove), theories because we can never be sure that any given theory provides the best explanation for a set of observations.

Research Method In Social Relations
Kidder

THEORIES are not themselves directly proved or disproved by research. Even **HYPOTHESES** cannot be proved or disproved directly. Rather, research may either support or fail to support a particular hypothesis derived from a theory.

Scientific research has four general goals: (1) to describe behavior, (2) to predict behavior, (3) to determine the causes of behavior, and (4) to understand or explain behavior.

Methods In Behavioral Research; Cozby

In order to verify the reliability and validity of scientific research it is important to replicate the results. It is the preponderance of evidence that establishes/supports the theory.

<http://allpsych.com/researchmethods/replication.html>

Students with Disabilities

Chaminade will provide assistance for any student with documented disabilities. Any student who believes he/she may need accommodations in this class must contact **Dr. June Yasuhara, 735-4845**, at the Counseling Center (office next to Security) in order to determine if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion.

Marianist Educational Values

Chaminade University is a Catholic, Marianist University. The five characteristics of a Marianist education are:

1. Educate for Formation in Faith

Catholic Universities affirm an intricate relationship between reason and faith. As important as discursive and logical formulations and critical thinking are, they are not able to capture all that can be and ought to be learned. Intellectual rigor coupled with respectful humility provide a more profound preparation for both career and life. Intellectual rigor characterizes the pursuit of all that can be learned. Respectful humility reminds people of faith that they need to learn from those who are of other faiths and cultures, as well as from those who may have no religious faith at all.

2. Provide an Excellent Education

In the Marianist approach to education, “excellence” includes the whole person, not just the technician or rhetorician. Marianist universities educate whole persons, developing their physical, psychological, intellectual, moral, spiritual and social qualities. Faculty and students attend to fundamental moral attitudes, develop their personal talents and acquire skills that will help them learn all their lives. The Marianist approach to education links theory and practice, liberal and professional education. Our age has been deeply shaped by science and technology. Most recently, information and educational technologies have changed the way faculty and students research and teach. At Marianist Universities, two goals are pursued simultaneously: an appropriate use of information technology for learning, and the enhancement of interaction between students and teachers. As Catholic, Marianist Universities seek to embrace diverse peoples and understand diverse cultures, convinced that

ultimately, when such people come together, one of the highest purposes of education is realized: a human community that respects every individual within it.

3. Educate in Family Spirit

Known for their strong sense of community, Marianists have traditionally spoken of this sense as “family spirit.” Marianist educational experience fosters the development of a community characterized by a sense of family spirit that accepts each person with loving respect, and draws everyone in the university into the challenge of community building. Family spirit also enables Marianist universities to challenge their students, faculty and staff to excellence and maturity, because the acceptance and love of a community gives its members the courage to risk failure and the joy of sharing success.

4. Educate for Service, Justice, and Peace

The Marianist approach to higher education is deeply committed to the common good. The intellectual life itself is undertaken as a form of service in the interest of justice and peace, and the university curriculum is designed to connect the classroom with the wider world. In addition, Marianist universities extend a special concern for the poor and marginalized and promote the dignity, rights and responsibilities of all people.

5. Educate for Adaptation to Change

In the midst of rapid social and technological change, Marianist universities readily adapt and change their methods and structures so that the wisdom of their educational philosophy and spirituality may be transmitted even more fully. “New times call for new methods,” Father Chaminade often repeated. The Marianist university faces the future confidently, on the one hand knowing that it draws on a rich educational philosophy, and on the other fully aware for that philosophy to remain vibrant in changing times, adaptations need to be made.

Selected from *Characteristics of Marianist Universities: A Resource Paper*,
Published in 1999 by Chaminade University of Honolulu, St. Mary’s
University and University of Dayton

Each of these characteristics is integrated, to varying degrees, in this course.

TITLE IX

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct will NOT be tolerated at Chaminade. If you have been the victim of sexual misconduct, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment. Should I learn of any sexual misconduct, I am required to report the matter to the Title IX Coordinator as part of my mandatory reporting responsibilities. If you wish to speak to a **confidential** source, you may contact Dr. June Yasuhara in the Personal Counseling Center on the Chaminade campus. Phone | [808.735.4845](tel:808.735.4845) |

Tentative Course Schedule

Week/ Date	Topic	In-Class Activity	Readings	Assessments Due
W1- 7/13/18	<ul style="list-style-type: none"> ● Introductions; Overview of Course; Syllabus Review ● What is group counseling/therapy? ● Ethical considerations 	Class Community Agreement Discussion Early Self-Assessment	GCSS Ch. 1, 2 OPT: Thomas & Pender (2008)	
W2- 7/20/18	<ul style="list-style-type: none"> ● Planning a group- clarity & purpose ● Screening Members ● Stages of a Group 	Experiential Group 1	GCSS Ch. 3, 4, 5 TPGP Ch. 1 Scan: Anderson (2007). OPT: Singh, Merchant, Skudrzyk, & Ingene, (2012). Stark-Rose, Livingston-Sacin, Merchant, & Finley, (2012).	
W3- 7/27/18	<ul style="list-style-type: none"> ● Initial sessions- Group Therapists tasks & skills ● Co-therapists ● Theoretical Applications (Psychoanalytical, Adlerian, Psychodrama, Existential & Gestalt) 	Experiential Group 2 Read, Synthesize & Report: 1. Psychoanalytic approach to groups 2. Adlerian Group Counseling 3. Psychodrama in groups 4. The Existential approach to groups 5. Gestalt therapy in groups	GCSS Ch. 6, 7, 13 1. GACS Ch.15, pg 337-347 TPGC Ch. 6, pg. 152-153 2. GACS Ch.16, pg. 369-377 TPGC Ch. 7, pg. 178-181 3. GACS Ch.17, pg. 404-415 TPGC Ch. 8, pg. 213-215 4. GACS Ch.16, pg. 386-392 TPGC Ch. 9, pg. 245-247 5. GACS Ch.17, pg. 395-404 TPGC Ch. 11, pg. 316-318	Reflection Paper 1 Read, Synthesize & Report
W4- 8/3/18	<ul style="list-style-type: none"> ● Useful group techniques ● Group Cohesiveness 	Experiential Group 3 Experiential Group 4	GCSS Ch 8, 9 TPGP Ch. 3, 4 OPT: GCSS Ch. 10, 11	Reflection Paper 2 Informed Consent
W5- 8/10/18	<ul style="list-style-type: none"> ● Essential skills and strategies for running groups ● Theoretical Applications (Person-centered, Transactional Analysis, CBT, and REBT) 	Experiential Group 5 Read, Synthesize & Report: 1. The person-centered approach to groups 2. Transactional Analysis in groups 3. Cognitive Behavioral approaches to groups 4. REBT in groups	GCSS Ch. 12, 14 1. GACS Ch. 16, pg. 377-386 TPGC Ch. 10, pg. 279-281 2. GACS Ch. 15, pg.348-357 TPGC Ch. 12, pg. 340-342 3. TPGC Ch. 13, pg. 347-369 4. GACS Ch. 18, pg. 417-	Reflection Paper 3 & 4 Read, Synthesize & Report

			427 TPGC Ch. 14, pg. 389-391	
W6- 8/17/18	<ul style="list-style-type: none"> ● Closing groups ● Managing tough moments in groups ● Theoretical Applications (Reality, SFT & MI, Systems Theory and Feminist approach) 	<p>Experiential Group 6</p> <p>Read, Synthesize & Report:</p> <ol style="list-style-type: none"> 1. Choice theory/reality therapy in groups 2. Solution-focused brief therapy & Motivational Interviewing in groups 3. Group Systems theory 4. Feminist & Postmodern approach to groups 	<p>GCSS Ch. 15, 16 TPGP Ch. 7, 13</p> <ol style="list-style-type: none"> 1. GACS Ch. 15, pg. 357-365 TPCH Ch. 15, pg. 409-412 2. TPGC Ch.16, pg. 419-441 3. Napier & Gershenfeld (2004). Kline (2003). 4. Singh, A. A., & Hays, D. G., (2008). Black, C (2003). 	<p>Reflection Paper 5</p> <p>Read, Synthesize & Report:</p>
W7- 8/24/18	<ul style="list-style-type: none"> ● Diversity: Marginalized populations (Racial & Ethnic minority clients, LGBTQIA, Differently-abled clients) 	<p>Experiential Group 7</p> <p>Read, Synthesize & Report:</p> <ol style="list-style-type: none"> 1. Urban high school boys of color 2. LGBTQI clients 3. Women of color 4. Female Adolescent Survivors of Sexual Abuse 5. Youth who sexually abuse, Multi-family group therapy 6. Group therapy with children bereaved by suicide 	<p>Smith & Shin (2008) OPT: Roysircar (2008).</p> <ol style="list-style-type: none"> 1. Pérez-Gualdrón, Yeh, & Russell (2016) 2. Goodrich (2015) 3. Short & Williams (2014) 4. Sigurdardottir, Halldorsdottir, Bender & Agnarsdottir (2016). 5. Nahum & Brewer (2005) 6. Daigle, Labelle, Daigle & Labelle (2012). 	<p>Reflection Paper 6</p> <p>Read, Synthesize & Report</p> <p>Identify focus of group manual-Population, Presenting concern, and Theory</p>
W8- 8/31/18	<ul style="list-style-type: none"> ● Closing sessions & Termination of Groups 	Experiential Group 8	GCSS Ch. 15, 16 GACS Ch. 8	Reflection Paper 7
W9- 9/7/18	<ul style="list-style-type: none"> ● Specialized groups ● Special circumstances 	Experiential Group 9	GCSS Ch. 17 OPT: TPGP Ch. 14	<p>Reflection Paper 8</p> <p>Group Manual & Theory Research Paper</p>
W10- 9/14/18	<ul style="list-style-type: none"> ● Wrap-up 	Presentation & demonstration of Group Manual & Theory Research paper		<p>Reflection Paper 9</p> <p>Presentation & demonstration</p>

*Additional readings will be provided by the instructor and posted on Canvas.

**Syllabus is subject to change by instructor according to class needs.

Textbooks

- GCSS: Jacobs, E. E., Masson, R. L., & Harvill, R. L. (2016). *Group counseling: Strategies and skills.*, 8th ed. Belmont, CA, US: Thomson Brooks/Cole Publishing Co.
- TPGC: Corey, G. (2015). *Theory and practice of group counseling*, 9th ed. Belmont, CA, US: Wadsworth/Thomson Learning.
- GACS: Gladding, S. T. (2003). *Groups: A counseling specialty*. Upper Saddle River, NJ: Pearson Publishing.
- TPGP: Yalom, I. D. (1995). *The theory and practice of group psychotherapy.*, 4th ed. New York, NY, US: Basic Books.

References

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- Daigle, M., Labelle, R., Daigle, M. S., & Labelle, R. J. (2012). Pilot evaluation of a group therapy program for children bereaved by suicide. *Crisis: The Journal Of Crisis Intervention & Suicide Prevention*, 33(6), 350-357. doi:10.1027/0227-5910/a000147
- Goodrich, K. a. (2015). *Group counseling with LGBTQI persons*. Alexandria, VA: American Counseling Association.
- Kline, W. (2003). *Interactive group counseling and therapy*. Columbus, OH: Merrill.
- Nahum, D., & Brewer, M. (2005). Multi-family group therapy for sexually abusive youth. *Journal Of Child Sexual Abuse*, 13(3/4), 215-243.
- Napier, R. & Gershenfeld, M. (2004). A Systems View of Small Group Behavior (chapter 6) *Groups: Theory and experience*. Boston: Houghton Mifflin.
- Pérez-Gualdrón, L., Yeh, C., & Russell, L. (2016). Boys II Men: A Culturally-Responsive School Counseling Group for Urban High School Boys of Color. *Journal Of School Counseling*, 14(13),
- Roysircar, G. (2008). A response to 'Social privilege, social justice, and group counseling: an inquiry': Social privilege: counselors' competence with systemically determined inequalities. *Journal For Specialists In Group Work*, 33(4), 377-384.
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- Sigurdardottir, S., Halldorsdottir, S., Bender, S. S., & Agnarsdottir, G. (2016). Personal resurrection: female childhood sexual abuse survivors' experience of the Wellness-Program. *Scandinavian Journal Of Caring Sciences*, 30(1), 175-186. doi:10.1111/scs.12238
- Singh, A. A., & Hays, D. G., (2008). Feminist group counseling with South Asian women who have survived intimate partner violence. *Journal for Specialists in Group Work*, 33(1), 84-102.
- Singh, A. A., Merchant, N., Skudrzyk, B., & Ingene, D. (2012). Association for Specialists in Group Work: Multicultural and Social Justice Competence Principles for Group Workers. ACA 2012, *ASGW Executive Board Meeting* held in San Francisco, CA
- Smith, L. C., & Shin, R. Q. (2008). Social Privilege, Social Justice, and Group Counseling: An Inquiry. *Journal For Specialists In Group Work*, 33(4), 351-366. doi:10.1080/01933920802424415
- 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
- Thomas, R. V., & Pender, D. A. (2008). Association for Specialists in Group Work: Best Practices. *The Journal for Specialists in Group Work*, 33(2), 111-117. DOI: 10.1080/01933920801971184