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Corey's text, "Theory and Practice of Group Counseling," provides a comprehensive overview of the various stages of group development, as well as the factors that contribute to the productivity and cohesion of a group.

In Chapter 4, Corey outlines the step-by-step process of group development, which he describes as a five-stage model. These stages are forming, storming, norming, performing, and adjourning. Each stage is characterized by specific tasks and challenges that the group must navigate in order to progress to the next stage.

In the early stages of group development (forming and storming), the focus is on establishing trust, setting goals, and developing group cohesion. The later stages (norming, performing, and adjourning) involve more advanced work, such as problem-solving, decision-making, and termination.

In Chapter 5, Corey discusses the factors that contribute to the productivity and cohesion of a group, including clear goals, open communication, mutual trust, and a sense of group identity. He also describes how the therapeutic factors of a group can facilitate change and growth, including interpersonal learning, catharsis, universality, and altruism.

Throughout these chapters, Corey emphasizes the importance of the therapist's role in guiding the group through each stage of development, and in creating a safe and supportive environment for members to explore their issues and make progress towards their goals. Overall, these chapters provide a valuable framework for understanding the dynamics of group work and the strategies that can be employed to facilitate positive outcomes.

The role play

You are a treatment team of school social workers in a middle school in East Harlem. Recently you were called to develop and implement a type of psyclio educational skills group for students. The reason for such a group motivated by a report that there has been an increase in bullying and physical violence among members of the community and some incidences have occurred in the school itself. It is September and the Principle wants this group begun by October. Develop: • The type of psychoeducational group you will run - Why inclusion and exclusion criteria for membership will you utilize • Do you prefer an open or closed group - What will you research? How will you prepare your material? *How will the group be run? (You are given a room by the principal to do this) - What rule or guidelines will you consider? • What is the purpose of this group?

As a treatment team of school social workers, we would recommend a psychoeducational skills group focused on building social-emotional skills, conflict resolution, and assertiveness training for students. We would aim to develop a curriculum that is evidence-based and incorporates cognitive-behavioral techniques. Several members of the group stated that (CBGT) In terms of inclusion and exclusion criteria, we would include students who have experienced or witnessed bullying or physical violence, or those who struggle with assertiveness or conflict resolution skills. Students who pose a threat to the safety of other group members, are unable to participate in a group setting, or have significant mental health needs beyond the scope of the group would be excluded. We spoke about

I would prefer to run a closed group with a set number of sessions. This would allow for a consistent and safe environment for group members to share and learn from one another. Additionally, it would provide structure for the curriculum and enable us to measure progress. Prior to running the group, we would research evidence-based approaches for building social-emotional skills, conflict resolution, and assertiveness. We would review materials and exercises that align with our group's goals and develop a lesson plan for each session. However, we were not able to establish if the group would be an open or close group. The group leader did a good job maintaining and navigating the group. We had a difficult member in the group who challenged every ideas.

During the group, we would establish guidelines for confidentiality, active listening, and respectful communication. We would also encourage students to take responsibility for their own behavior and provide them with tools to resolve conflicts in a healthy way.

The purpose of this group would be to provide students with the skills and knowledge to address conflict and bullying in a safe and effective manner. By building social-emotional skills, students can become more resilient and better equipped to manage challenging situations. Ultimately, the goal of the group is to create a safer and more inclusive school community.