

Chapter Key People

CHAPTER 10

Guidance/Psychoeducational Groups

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Chapter Key Terms

CHAPTER 10

Guidance/Psychoeducational Groups

Conceptual phase
Didactic material
Experiential learning
Guidance
Operational phase
Psychoeducational
Self-knowledge groups
Self-understanding groups
Visual strategies
Didactic
Experiential
Process
Didactic group interventions
Plank
National Film Board of Canada
Career and Self Exploration (CASE) groups
Practice groups

Chapter Summaries

CHAPTER 10

Guidance/Psychoeducational Groups

Psychoeducational/guidance groups are structured therapeutic groups that emphasize learning more about a problem or issue and/or developing new life skills for the purpose of prevention, growth, or remediation. Compared with most counseling or therapy groups, psychoeducational groups are more structured, issue-specific, and leader-directed and stress self-awareness and self-improvement.

Strategies and approaches recommended to incorporate learning principles into psychoeducational work include the following:

1. Developing goals and objectives that are specific, realistic, and clearly articulated
2. Considering the developmental level of group members and choosing learning activities that are appropriate
3. Incorporating culturally meaningful learning activities
4. Varying methods of instruction to accommodate different learning styles
5. Incorporating active and/or discovery teaching methods
6. Tying content to relevant examples or stories
7. When teaching behavioral skills, breaking the overall task into small stages or component parts

There are two phases of group development. The first phase is the conceptual phase that includes the steps of (a) statement of purpose, (b) establishing goals, and (c) setting objectives. The second phase is the operational phase which includes (d) selection of content, (e) designing experiential activities, and (f) evaluation.

Recommendations for guidelines for effective leadership include the following:

1. Have a clear understanding of the needs of group members.
2. Be certain that group members are clearly informed about the scope and nature of the group.
3. Use stage-appropriate interventions.
4. Be mindful of therapeutic factors at play.
5. Take the role of a therapeutic mentor.

Psychoeducational groups can be an effective and powerful intervention, ideally suited to the urgent emphasis of short-term treatment modalities and can be used for a variety of issues in a variety of settings. Effective psychoeducational groups are highly organized and time limited and integrate principals of learning with traditional group intervention strategies. As compared to counseling groups or other types of group work, psychoeducational groups are generally highly cognitive, involve fewer sessions, include more members, place less emphasis on catharsis or deep personal disclosure, have pre-defined goals for members, incorporate specific activities with desired outcomes, and limit group content to predetermined topics.

Chapter URLs

CHAPTER 10

Guidance/Psychoeducational Groups

Psychoeducation.Com Online Resources

<http://www.psychoeducation.com/psychoeducation.htm>

New York State Office of Mental Health

http://www.omh.state.ny.us/omhweb/ebp/Family_psychoEducation.htm

Portland State University Institute on Psychiatric Services

<http://ps.psychiatryonline.org/cgi/content/full/49/6/816>

Psych Resources

<http://www.psychtc.org/mirrors/asgw/resource.htm>

American Group Psychotherapy Association

<http://www.agpa.org>

Chapter Test Your Knowledge

CHAPTER 10

Guidance/Psychoeducational Groups

1. T F Guidance/psychoeducational groups focus on promoting growth through knowledge and skills building.
2. T F The term psychoeducation is generally associated with groups conducted in school settings, while guidance is often broadly applied to groups in educational, community, and clinical settings.
3. T F A psychoeducational approach to group work is consistent with the wellness model of counseling, focusing upon prevention, personal responsibility, and empowerment.
4. T F Psychoeducational groups, as opposed to counseling or psychotherapy groups, are less dependent upon the relationships among group members.
5. T F Self-understanding/self-knowledge groups are the same as counseling groups.
6. T F Psychoeducational groups may range in size from 5 to 50 or more members.
7. T F The most important component of a psychoeducational group is learning.
8. T F The operational phase of a psychoeducational group includes three steps: (a) statement of purpose, (b) establishing goals, and (c) setting objectives.
9. T F Guidance/Psychoeducational group content may be organized into three categories: didactic, experiential, and process.
10. T F The goal of the didactic component is to help members connect the didactic material with the experiential components of the group.
11. T F Members who link their experiences with didactic material will be less likely to be able to generalize their learning to a broader life context.
12. T F Measuring goal attainment involves giving the members a pre-test before the group experience followed by a post-test after group has been completed.

13. T F Mentoring is an important aspect of the guidance/psychoeducational group experience.
14. T F Conducting a classroom guidance group can be challenging for counselors without teaching experience, since these groups often demand leadership skills and group techniques more related to teaching than to counseling.
15. T F In a guidance/psychoeducational group, it is not necessary that goals be congruent with the values of group members.
16. T F Because these groups do not include therapy as a component, leaders of psychoeducational groups do not have to follow the ethical guidelines of informed consent, screening, confidentiality, avoidance of dual relationships, and providing client referrals.
17. T F Psychoeducational groups are structured therapeutic groups that emphasize learning or developing skills for the purpose of prevention, growth, or remediation.
18. T F As compared to counseling groups and other types of group work, psychoeducational groups are generally highly cognitive, place less emphasis on catharsis or deep personal disclosure, have predefined goals for members, and limit group content to predetermined topics.
19. T F Because of the nature of the psychoeducational group, leaders do not have to be concerned with multicultural issues.
20. T F The only place psychoeducational groups are used is in an educational setting, as this type of group does not work well within the community mental health setting.

Chapter 10 Answers

1 T, 2 F, 3 T, 4 T, 5 F, 6 T, 7 T, 8 F, 9 T, 10 F, 11 F, 12 T, 13 T, 14 T, 15 F, 16 F, 17 T, 18 T, 19 F, 20 F