

# Parent Group Proposal

College of Humanities and Social Sciences,

Grand Canyon University

CNL-520: Group Counseling

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# Proposal for Parent Group Agenda

- ▶ Will cover questions regarding these issues about the group.
  - ▶ Type of group.
  - ▶ The reasons for such a group.
  - ▶ Target population.
  - ▶ Goals for the group.
  - ▶ Theoretical orientations used.
  - ▶ Ethical considerations.
  - ▶ Risks and benefits.
  - ▶ Topics covered.
  - ▶ Inside a session and logistics.
  - ▶ Participants.
  - ▶ Screening.
  - ▶ Roles and expectations of participants.
  - ▶ Summary.



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# What Type of Group will it be?



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## ▶ Psychoeducation parent group.

- ▶ Educate and help integrate information into daily lives (Corey et al., 2018).
- ▶ Explore cognitive, emotive, behavioral, and family dynamics common to families.

## ▶ Purpose of the group.

- ▶ Help parents face the challenges of family life, relationships, and parenting (Corey et al., 2018).
- ▶ Get the knowledge, skills, and support to excel.
- ▶ Identify and deal with challenging situations, including the most common mental disorders (Selles et al., 2018).

## ▶ Learn why self-care must be prioritized.

- ▶ Learn the risks and benefits (Clifton, 2007).
- ▶ Learn tactics to improve self-care (Corey et al., 2018).

Attention-Deficit/Hyperactivity Disorder (ADHD).  
Obsessive-compulsive disorder (OCD).  
Oppositional Defiant Disorder (ODD).  
Substance Use Disorder (SUD).  
Mental disorders.

# Why hold a Parent Psychoeducation Group?

## ▶ The statistics.

- ▶ Anxiety prevails: 19% US Adults. 32% Adolescents (NAMI, 2025a).
  - ▶ Separation, phobias, panic attacks, social anxiety, and substance use (APA, 2013).
- ▶ Depressive episodes impact 8.3% of adults each year (NAMI, 2025b).
  - ▶ 1 in 6 adolescents experiences a major mental health disorder.
- ▶ Trauma: 2/3<sup>rd</sup>s of children experience some trauma by 16 years old (SAMHSA, n.d.).

## ▶ The personal need for hope.

- ▶ Overcome feelings of loneliness and distress (Corey et al., 2018).
- ▶ Get the missing information.
  - ▶ “I don’t know what to do. I need help” (Clifton, 2007).
  - ▶ Everything was fine ... What happened?
- ▶ Support and safety in disclosure (Clifton, 2007).

“Hope is like an open window through which a soft, summer breeze brings visions of a future filled with good things” (DeBonis, 2005, p. 7).



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# About the Facilitator - A Professional Disclosure

## ▶ Husband, father, and grandparent.

- ▶ Have lived through the trials and tribulations of parenthood.
- ▶ Faced many struggles and attended individual and group counseling sessions.

## ▶ Counselor in training.

- ▶ Grand Canyon University (GCU) Master of Science in Clinical Mental Health and Counseling.
- ▶ Supervised by a Licensed Professional Counselor.

## ▶ Professional memberships.

- ▶ ACA member in addition to the following:
  - ▶ Psi Chi honor society, one of the top students in the College of Humanities and Social Sciences in counseling.
  - ▶ GCU Epsilon honor society.
  - ▶ Certified in Innermetrix (2025) professional behavioral assessment, Advanced Insights.

### ▶ Experience.

- ▶ 30 years managing groups and businesses. Bachelor of Science in Electrical Engineering and a Master of Business Administration.
- ▶ 20 years of training and coaching business managers and owners.

- ▶ Published papers on business leadership and development, and creator of “The Human Experience Workshop” podcast (Bride, 2025).



Phil Bride, 2021-2025.



Phil Bride, 2025.

# Who will be served by this group?

## The population served.

### ▶ Faith community centered at St. Pius X Catholic parish.

- ▶ Including several nearby parishes with schools.
- ▶ Not all parishes or schools have counselors.
- ▶ One or both parents who live in or near the parish.

### ▶ What diversity exists within the community?

- ▶ Suburban middle-class community with a variety of first and second-generation immigrants (Corey et al., 2018).
- ▶ Large Mexican-American and Filipino communities with family and collectivist values and approaches (Sue et al., 2022).
- ▶ Indian-American community with unique family, parenting, and regional considerations.

### ▶ Large draw of professionals from around the world.

- ▶ Large microchip development center - “Silicon Forest” centered around extensive Intel facilities.
- ▶ Nike’s world headquarters, large data centers, and OHSU, a renowned medical and research center, are nearby.
- ▶ The area experiences high growth of professionals with young families.



# Cultural Considerations - How can it work?

- ▶ What about the pressures on children and values that collide?
  - ▶ Acknowledge that education pressures for the best schools and advanced degrees can exist in cultures.
  - ▶ Acknowledge the family pressures for children and parents (Familisimo, machismo, respecto) (Sue et al., 2022).
  - ▶ Know that cultural clashes could happen between values and expectations for children. (Corey et al., 2018; Sue et al., 2022).
- ▶ Reluctance for parenting education may occur.
  - ▶ Counseling, psychoeducation, and community classes may be misconstrued as unimportant (Corey et al., 2018).
  - ▶ Parenting may be considered a within-family issue, not to be shared.
- ▶ Awareness of and addressing these issues openly.
  - ▶ Address these in marketing, screening, pre-meeting, informed consent, and frequent reminders (Corey et al., 2018).
  - ▶ Setting rules about privacy, confidentiality, respect, and empathy.
  - ▶ Build these themes into educational materials, discussion topics, exercises, and questions for the group.



# What are the Group Goals?

## ▶ Educate the group on common issues faced by parents.

- ▶ Learn children's transitions and accompanying struggles (Clifton, 2007).
- ▶ Put names to and describe problem behaviors and mental health issues (NAMI, 2025b).
- ▶ Describe effective, ineffective reactions to triggers and family dynamics (Corey et al., 2018).

## ▶ Learn new skills and approaches to issues.

- ▶ Coping skills, exposure, and homework (Corey et al., 2018) and develop more self-awareness (Clifton, 2007).
- ▶ Group support and peer modeling (Selles et al., 2018).
- ▶ Move the group through the early stages of group development into the working and final stages (Corey et al., 2018).

## ▶ Build a support network.

- ▶ Build cohesion, trust among members (Corey et al., 2018).
- ▶ Create a wrap-around process for the parents (Clifton, 2007).
- ▶ Make connections with other families facing similar issues (Corey et al., 2018).

*Normalize parents' experiences (Selles et al., 2018).*



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# How do Theoretical Approaches help?

## ▶ Cognitive Behavior Therapy sets the groundwork.

- ▶ Effective in family issues tackling depression, anxiety, substance use (Samar et al., 2023).
- ▶ Works on triggers, maladaptive beliefs leading to poor consequences (Corey et al., 2018).
- ▶ Addresses poor automatic thoughts leading to emotional and behavioral responses.

## ▶ What complementary therapy approaches will be used?

- ▶ Structural Family Therapy (SFT) and Emotionally Focused Therapy (EFT) leverage CBT concepts (Samar, 2023).
  - ▶ For rigid, chaotic, reactive family systems to help heal the family as a group.
- ▶ Positive effects on parents reduce problems and relapse in children (Samar, 2023).
- ▶ Functional Family Therapy (FFT) (Corey et al., 2018).
  - ▶ Helps understand and address adolescent substance and behavior issues.



# What ethical considerations affect the group?

## ▶ What about confidentiality and privacy?

- ▶ Respect the confidentiality and privacy of shared experiences (ACA, 2014, B.1.b).
- ▶ Reasonably protect members from harm or trauma in the group (A.9.b).
- ▶ Rules prohibiting social media posts and taking photos, audio recording, and videos of the group (Corey et al., 2018).

## ▶ What other ethical considerations exist?

- ▶ The counselor avoids imposing values on members (ACA, 2014, A.4.b).
- ▶ The members' rights to informed consent (A.2.b) and expectations of growth and development promoted through the sessions (ACA Code of Ethics Purpose).

## ▶ To participate, members must abide by these.

- ▶ Signed agreements in informed consent with client rights (ACA, 2014, A.2.b).
- ▶ Presented in individual screening, pre-meeting, and every session.
- ▶ Consequences can include making amends to the person and the group or termination of membership.



# What Risks Exist in a Joining a Group?

## ▶ Readiness and decisions.

- ▶ Some may not be ready to explore and deal with life changes (Corey et al., 2018).
- ▶ A person may make “rash decisions” (p. 66) after intense insights, resulting in unintended consequences.

## ▶ Surfacing unfinished business.

- ▶ Self-disclosure or topics may raise fears or traumatic memories (Corey et al., 2018).
- ▶ Transference, countertransference, projection, or relying on the leader too much may occur.

## ▶ Others' actions.

- ▶ Other members may inadvertently breach confidentiality or privacy (Corey et al., 2018).



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# What are the Benefits?

## ▶ Learn the mechanisms and skills.

- ▶ Learn about family dynamics, transitions, behaviors, and mental health issues (Holmqvist Larsson & Zetterqvist, 2025).
- ▶ Gain skills for coping, communication, and self-care (Corey et al., 2018)
- ▶ Adopt new approaches to communication, problem solving, and learn about behavior patterns in family dynamics (Misurell & Schwartz, 2024; Patterson, 2014).

## ▶ Participate with others in similar situations...they are not alone.

- ▶ Hear others' stories, approaches, failures, and successes (Clifton, 2007).
- ▶ Share struggles in a safe place (Corey et al., 2018).
- ▶ A shared community and faith improve outcomes (Bouwhuis-Van Keulen, 2024).

## ▶ Build a support network of responsible parenting.

- ▶ Empower personal responsibility in the family structure (Clifton, 2007).
- ▶ Build a support network of like-minded people with similar experiences (Corey et al., 2018).



# What Topics will be covered?

- ▶ **Combines CBT and SFT approaches.**
  - ▶ Each with learning topics, activities, and homework (Corey et al., 2018).
- ▶ **Proposed topics and structured sessions.**
  - ▶ Allows for flexibility and discussions (Corey et al., 2018).
- ▶ **8 weekly sessions.**
  - ▶ Introduction to group, agreements, roles, and an overview (Corey et al., 2018).
  - ▶ CBT foundations of patterns of thoughts, feelings, and behaviors (Patterson, 2014).
  - ▶ Triggers, stresses, coping mechanisms.
  - ▶ Communication styles and conflict styles (Misurell & Schwartz, 2024).
  - ▶ Belief systems in the family and problem solving.
  - ▶ Family structures, rules, and boundary-setting approaches.
  - ▶ Resilience, repair ruptures, build connections, and normalize issues (Corey et al., 2018).
  - ▶ Family goals and values. Reflect on progress and celebrate successes.



# What is the meeting session like?

## Session Structure & Logistics

- ▶ **90-minute sessions.**
  - ▶ Check-in, icebreaker, and review (15 min) (Corey et al., 2018).
  - ▶ Psychoeducation (15 min).
  - ▶ Experiential Practice (25 min).
  - ▶ Group discussions and homework (20 min).
  - ▶ Wrap-up, takeaways, feedback (15 min).
- ▶ **Is there food?**
  - ▶ Food brought in (Clifton, 2007).
  - ▶ Meeting hall at the community center.
  - ▶ Thursday evenings 6:30 - 8:00 pm.
- ▶ **Closed meeting.**
  - ▶ To help build trust and cohesion (Corey et al., 2018).
  - ▶ Help families connect for support.



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# How many Participants in the group?

## ▶ 3-5 parent couples.

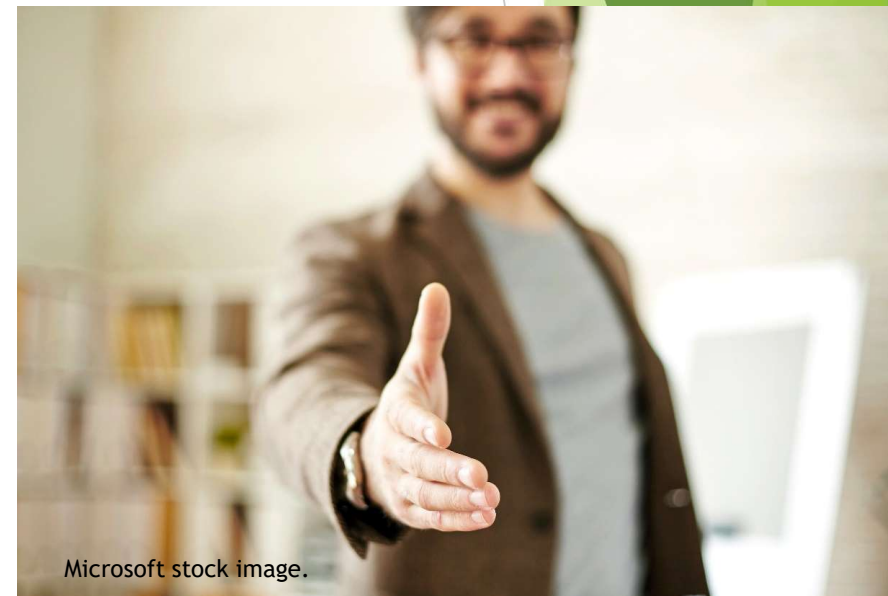
- ▶ One or both parents.
- ▶ Exclude children.
- ▶ Target size: 6-10 people (Corey et al., 2018).



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## ▶ Screening for participation.

- ▶ Demographic information (Corey et al., 2018).
- ▶ Compatibility with group purpose (Clifton, 2007; ACA, 2014, A.9.a).
- ▶ Be open to learning and sharing experiences (Corey et al., 2018).
- ▶ Emotionally ready and willing, and goals match group goals.
- ▶ Will not cause harm or impede group (ACA, 2014, A.9.a, A.9.b).



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# Screening questions

## ▶ Demographics (Corey et al., 2024).

- ▶ First and Last Name:                      Gender:              Age:              Spouse's Name:
- ▶ First names of children and their ages:
- ▶ Culture or other relevant social information (Race, country of origin, religion, other):
- ▶ Briefly describe the issue you want help to resolve:
- ▶ Address, City, State, Zip:    Email:    Cell:

## ▶ Screening questions (Corey et al., 2018; Falcone, 2024).

1. What parenting groups or therapy have you participated in before now?
2. What prompted your interest in this group?
3. What is your level openness to share personal struggles with others in the group?
4. What is your level of commitment to actively participate in the group?
5. Can you attend every session? If not, how many will you commit to attend?
6. How would you describe your communication style (Keteyien, 2011)?
7. Describe how you handle conflicts in your home.
8. How do you cope with the stress in your life?
9. What do you specifically want to achieve through this group?
10. What safety issues, concerns should we be aware of (court issues, domestic violence, substance use, diagnosed illnesses, ...)?



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Not at all - A little - Some - Mostly - All in

Not at all - A little - Some - Mostly - All in



# What are the Roles & Expectations of Group Members?

## ▶ What roles do participants play?

- ▶ Active contributing member of the group (Corey et al., 2018).
- ▶ Help direct conversations and encourage participation
- ▶ Help set and follow group rules and expectations.



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## ▶ What are the expectations of group members?

- ▶ Establish personal goals, express concerns, share experiences and their impacts, and discuss coping mechanisms (Corey et al., 2018).
- ▶ Be open and ready to learn, actively listen, add to the conversation, and show empathetic support.
- ▶ Be on time. Come to each session. Respect others in the group.
- ▶ Honor the privacy and confidentiality of fellow members.

# To Summarize the Family Group Proposal

## ▶ Address major questions about the group.

- ▶ What type of group will it be?
- ▶ Why hold a parent psychoeducation group?
- ▶ About the facilitator - a professional disclosure statement.
- ▶ Who is the group for - The population served?
- ▶ Cultural considerations - How does that work?
- ▶ What are the group goals?
- ▶ How do theoretical approaches help?
- ▶ What ethical considerations affect the group?
- ▶ Are there any risks and what are the benefits?
- ▶ What topics will be covered?
- ▶ What is the meeting session like?
- ▶ How many participants in the group?
- ▶ What are the screening questions?
- ▶ Group member roles and expectations.

## ▶ What other questions come up?



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