

Online Groupwork Andragogy: A Systematic Integrative Review

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Online Groupwork Andragogy: A Systematic Integrative Review

For Peer Review Only

Abstract

Counseling programs progressively offer online training for groupwork courses, increasing the need for innovative andragogical techniques. The researchers conducted a systematic integrative review and analysis of published research related to teaching group counseling online using PRISMA and qualitative content analysis. Between 2014 and 2023, six articles met inclusion criteria and were thoroughly analyzed for pedagogical considerations. The findings provide themes, insights, and andragogical implications for counselor educators teaching groupwork online. Continued areas of focus and future research are provided.

Keywords: group coursework, online, virtual, andragogy, counselor education

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As of February 14, 2023, there were 100 Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited programs taught online. This number accounted for over 9% of all CACREP accredited programs and that percentage continues to increase (CACREP, 2020). Telehealth counseling services have become more common and essential to many, such as those with ambulatory disabilities, travel restrictions, limited socio-economic status, and rural locations (Cohn et al., 2011). This movement towards online educational modalities has allowed for a more diverse population of counselors and more clinician options for people seeking counseling services. Current movement at the national level is working towards a cohesive license option for professional counselors and an interstate licensing compact (Kaplan & Kraus, 2018). Training future counselors with consistency allows for uniform portability options. Simultaneously, the increase in demand for virtual counseling options has also underscored the importance of licensure portability for clinical mental health counselors, as counselors seek to provide continuity of care to clients during relocation (Bohecker & Eissenstat, 2020).

Groupwork Training Requirements

CACREP outlines the knowledge requirements for coursework for counselors graduating from accredited counselor training programs. The CACREP standard related to group work requires all students to complete coursework and participate in a small group experience for at least 10 hours (CACREP, 2016). Moving from in person groupwork training to online, presents a unique opportunity to explore how concepts taught primarily in person could best translate to an online format. Some considerations for online skills training included expressed difficulties in rapport-building but increased safety and comfort of online modalities (Calderwood & Kvarfodt,

ONLINE GROUP WORK ANDRAGOGY

4

2021). Additionally, some research indicated that the introduction of online learning begins to introduce the argument for a new theory of learning (Andrews, 2021). The change in teaching modality lends itself to explore how best to educate and facilitate online classrooms of adult learners, or what changes do counselor educators need to incorporate into their andragogy.

There are some general recommendations for online pedagogy across many areas of study. Some educators evaluate effective online teaching through building relationships and community, incorporating active learning, leveraging learner agency, embracing mastery learning, and personalizing the learning process (Archambault et al, 2022). Other scholars argue for an “online pedagogy of care” that focuses on modeling, dialogue, practice, and confirmation, pulling directly from Nodding’s framework of moral education (Burke and Larmar, 2021).

Barrio Minton et al., (2013) completed a 10-year content analysis of pedagogy in counselor education in 2013. The authors posited that most of the published literature has been grounded in counseling theories rather than education or pedagogical theories and presented a call to action regarding the lack of research based on teaching and learning theories for counseling classrooms (Barrio Minton et al., 2013). The authors conducted a four-year update to their content analysis and reported that twice the number of articles were grounded in teaching and learning theories (Barrio Minton et al., 2018). Though the field had improved, these improvements were specific to in-person modalities. Now there is a significant need for online recommendations. Combining this minimal discussion regarding online pedagogy, the increase in online programming, and the emergency educational move to online facilitation due to COVID-19 restrictions, pedagogical interventions should continue to adapt to the ever-changing landscape of higher education. The authors of this current article would like to acknowledge that the term pedagogy is used within the literature related to counselor training, however, we will be

using the term andragogy because counselor education is comprised of adult learners rather than children.

With the number of online counseling-focused programs ever increasing and a potential nationwide licensing option, a question arises on how best to address these topics. More than ever, it is necessary for there to be a standard best practice for facilitating the CACREP group counseling requirement and group facilitation skills by the educators equipping future counselors. Educators must understand the limits and effectiveness of different online andragogical methods. This should occur, whether asynchronous or synchronous, to support those tasked with imparting these core skill requirements (Kaufmann et al., 2021). This study aims to explore and analyse the research published to identify andragogical techniques and considerations when teaching group counseling coursework online. The authors systematically reviewed the extant literature to answer the following research question: What are specific andragogical techniques and other considerations for teaching group counseling courses online?

Method

To best answer the research question, a combination of Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA; Moher et al., 2009; Page, 2020) and Qualitative Content Analysis (Schreier, 2012) were chosen to provide systematic methods for data collection and data analysis (Page et al., 2020; Schreier, 2012).

PRISMA Process

The authors selected PRISMA as a systematic method to provide a transparent, complete, and specific process for identification of published research literature (Moher et al, 2009). This systematic review followed initial PRISMA guidelines and the recent PRISMA 2020 updates to provide an organized framework for identification of relevant literature using specific process

ONLINE GROUP WORK ANDRAGOGY

6

with inclusion and exclusion criteria (Page et al., 2021).

The diagram in Figure 1. demonstrates the PRISMA process for this study.

<INSERT FIGURE 1>

PRISMA Record Identification

The first and second researchers used the Academic Search Ultimate and Sociology Source Ultimate databases to conduct a systematic search in November 2022. The Boolean operators “AND” and “OR” were used to combine keywords related to teaching group counseling coursework online. The search for related articles included the following keywords: counsel* AND (group work OR group counseling) AND (online OR virtual OR distance OR remote OR Zoom) AND (teaching OR teaching group counseling OR cours* OR educat*).

For the purposes of including only relevant mental health and professional counseling articles, without including age of publication limitations. The following publications were included in the systematic search of Academic Search Ultimate and Sociology Source Ultimate databases: JN "Adultspan Journal" OR JN "Career Development Quarterly" OR JN "Counseling & Values" OR JN "Counselor Education & Supervision" OR JN "Journal of Addictions & Offender Counseling" OR JN "Journal of College Counseling" OR JN "Journal of Employment Counseling" OR JN "Journal of Humanistic Counseling" OR JN "Journal of Multicultural Counseling & Development" OR JN "Journal of Child & Adolescent Counseling" OR JN "Journal of Creativity in Mental Health" OR JN "Journal of Mental Health Counseling" OR JN "Journal for Specialists in Group Work" OR JN "Counseling Outcome Research & Evaluation" OR JN "Journal for Social Action in Counseling & Psychology" OR JN "Measurement & Evaluation in Counseling & Development" OR JN "Rehabilitation Counseling Bulletin" OR JN

"Journal of Counseling & Development" OR JN "Clinical Supervisor" OR JN "Journal of Counselor Leadership & Advocacy".

The search returned 18 articles. The third, fourth, and fifth researchers screened each article to assess for inclusion. This process resulted in the exclusion of 16 articles resulting in only two articles meeting the inclusion criteria. To broaden the search and ensure all extant and relevant literature from counseling journals was included, the first and second researchers added the following: OR JN "Professional Counselor" to the search string. This added two articles that met inclusion criteria, resulting in a total of four articles. Because of the dearth of literature meeting search criteria within counseling specific journals, the first and second researchers further expanded the search to include other mental health professions by conducting another PRISMA search in February of 2023. This time the first and second researchers removed the counseling specific journals and added the following databases to expand beyond the counseling profession; Academic Search Ultimate, APA PsycInfo, Psychology and Behavioral Sciences Collection, and Sociology Source Ultimate resulting in a total of 77 articles. Exact duplicates were removed through automation tools (n = 17) resulting in 60 identified records. The second researcher downloaded information from each article, including the article title, author(s), journal title, keywords, and abstract into an Excel spreadsheet, which was subsequently uploaded into MS Teams for collaboration between all researchers.

PRISMA Screening

Researchers three, four, and five formatted this spreadsheet with columns related to exclusion criteria, and to highlight essential information, such as the type of study and relevance to the topic. Each article was screened, documenting present exclusion or inclusion criteria on the spreadsheet. The initial step in the screening process was to continue to search for duplicates

ONLINE GROUP WORK ANDRAGOGY

8

resulting in three additional records removed by human search. The resulting records (n=57) were retrieved in their entirety by the first and second researchers for further screening.

PRISMA Inclusion and Exclusion Criteria

This systematic integrative review was focused on finding publications that included a component of online groupwork course instruction for graduate students in master's level programs. Specific inclusion criteria were (a) peer-reviewed articles, (b) written in English, (c) conceptual or research, (d) containing information related to teaching groupwork online. Exclusion criteria included (a) continuing education credits, (b) editorials, and (c) ethics code updates. The third, fourth, and fifth researchers screened each article for eligibility. Many articles (n=37) were removed because they presented an application of providing psychoeducational groupwork online, with no aspect related to teaching. Additional articles were removed because they were continuing education credit surveys (n=4), there was no online component (n=3), they were not written in English (n=3), editorials (n=2), not group coursework related (n=1), and an ethics code update (n=1). The result of this process was that six (N = 6) articles met criteria for inclusion in this study. All articles were screened again by researchers three, four, and five to confirm exclusion and that the resulting six articles met the eligibility criteria. Table 1 contains the articles included in this systematic integrative review with author(s), date, study design.

<INSERT TABLE 1>

Conventional Qualitative Content Analysis

After the identification of relevant literature and in alignment with the methodical nature of this study, conventional content analysis (QCA) provided an approach to systematically classify the material or data within the articles (Schreier, 2012). The third author created a new spreadsheet to document the six articles included for ease of reference and further analysis.

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3 Researchers three, four, and five added ongoing documentation for key information, codes, and
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5 themes found within each article to the spreadsheet. Focusing on specific selected aspects as a
6
7 distinguishing feature of QCA provided a practical and orderly way of analyzing large amounts
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9 of data (Schreier, 2012). QCA involves eight specific steps, the first and second of which had
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11 already been addressed by deciding upon the research question and the systematic selection of
12
13 the data (Schreier, 2012). The authors used the third step in CQA to build a coding frame,
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15 developed from the specific angles found within the first step of deciding upon the research
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17 question (Schreier, 2012). The initial concepts within the coding frame were (a) andragogy, (b)
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19 group counseling, (c) online education, and (d) teaching techniques.
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24 ***Researcher Positionality***
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26 Within the QCA tradition, meaning making is actively constructed by the researchers in a
27
28 complex process in which the researchers incorporate their perception of the written words with
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30 their own individual background, what they know about a topic, the situation in which they
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32 encounter the data, and how they feel at the time (Bartlett, 1932; Goldman et al, 1999; Schreier,
33
34 2012). The researchers are identified by their position as authors of this manuscript. All authors
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36 are at one institution with CACREP-accredited programs taught in both online and residential
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38 formats. The first author identifies as a black female and is a fulltime core faculty member who
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40 teaches in both the master’s and doctoral programs and who has extensive experience teaching
41
42 groupwork in person and online. The second author identifies as a white female who also is a
43
44 fulltime core faculty member who teaches in the master’s and doctoral programs, has extensive
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46 experience teaching groupwork in person and online, has developed groupwork training
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48 curricula, and has published on the topic of training groupwork in general. The third author
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50 identifies as a white female, is a doctoral student in counselor education and supervision, has
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both participated in online groupwork and served as a doctoral intern in teaching a groupwork class online. The fourth author identifies as a white female, is a doctoral student in counselor education and supervisor and has extensive experience leading groups in person. The fifth author identifies as a white and Native American female, is a doctoral student in counselor education, and has both participated in online groupwork and provided course instruction for master's students learning group counseling.

Coding Procedures

Step four in QCA involved dividing the data into units or segments of coding (Schreier, 2012). Researchers three, four, and five independently read and reread all six articles in their entirety as in QCA, all data is examined (Shapiro & Markoff, 1997). This individual step was taken to avoid influence potential and increase trustworthiness. Each researcher kept notes on identified meaningful segments of coding and relevant categories.

Step five involved trying out the coding frame. As is acknowledged in QCA, individual personalities, needs, and moods influence the understanding and interpretation of meaning (Schreier, 2012). To triangulate and check for consistency, the three coding researchers met together and shared their individual coding and categories with one another. This process created an environment to review the codes and categories from different perspectives.

Step six involved evaluating and modifying the coding frame. The coding researchers continued to dialog and inquire about differences and discrepancies of the coding and categories among the three of them, when they each had reviewed the identical data. The coding researchers discussed disagreements, evaluated, and modified codes and categories to arrive at a consensus.

Thematic Analysis

Step seven is the main analysis, which entails assigning all codes and categories into themes within the coding frame (Schreier, 2012). The steps leading up to the main analysis provided the three coding researchers familiarity with the data and the coding frame, the revision of codes, categories, and the modified coding frame. The three coding researchers engaged in thematic analysis and discussion to divide the codes and categories into one theme of the coding frame. The three coding researchers provided a written description of each of the themes. As an additional part of step seven the first and second researchers then reviewed the data, codes, categories, and themes to further triangulate and crystallize the analysis and final coding frame. Suggestions by the first two researchers for additional clarification and expanded details were incorporated into the written manuscript for transparency of the specific steps and processes. The full team of all researchers met to verbally discuss the process and the revised coding frame. The final themes in the coding frame, in which every code and category was placed in one were as follows: (a) Technology Challenges, (b) Legal and Ethical Issues, and (c) Teaching Recommendations.

Findings

Step eight in QCA is interpreting and presenting the findings (Schreier, 2012). Within the six articles included in this study, two (n = 2) were presenting findings of qualitative studies, one (n = 1) presented results of a quantitative study, one (n = 1) study used a mixed methods design, one (n = 1) article was a conceptual paper, and one (n = 1) presented a case study. The themes identified through the eight steps of the QCA process included *Technology Challenges, Legal and Ethical Issues, and Teaching Recommendations*.

While the articles in this study identified issues, they also provide suggestions. The articles included in this study demonstrated that counselor education faculty can adequately teach

groupwork to students in an online format (Krieger & Stockton, 2004; O'Halloran & McCartney, 2004; Xiong et al., 2022). While the virtual environment might be part of a barrier, adapting and embracing support services and new tools and tactics, along with appropriate boundaries, can provide additional success, as well as offer the opportunity for increased exposure to different learning environments (Havlik et al., 2022; Krieger & Stockton, 2004; Urkmez et al., 2021; Xiong et al., 2022).

Technology Challenges

While technology offers solutions to distance and access barriers, some aspects continue to frustrate educators and students in the use of online platforms for learning. Availability of high-speed internet, while increasingly more common, has not covered all possible locations where students and educators desire learning opportunities. Along with different approaches to use of technology some educators face difficulty, at times, baffled when trying to migrate from classroom to online. An overarching theme was discussion about technology related challenges when teaching groupwork online. The authors described the challenges of technology, ranging from the inability of group members to relate and engage in meaningful ways with each other to limiting the ability of the instructor to connect to the students.

Technology challenges limited student engagement in the course and difficulty for students to demonstrate their group counseling skills. For example, faculty discovered students not utilizing their cameras appropriately such as turning them off during class, joining class from locations with a poor choice of background, and experiencing frozen screens (Chen et al., 2020; Havlik et al., 2022; Urkmez et al., 2021). Camera issues created the inability of the students to view their peers during their demonstration of group facilitation, which impeded the ability of the student facilitators to read body language and nonverbal nuances of the student participants

(Chen et al, 2020; Urkmez et al., 2021; Xiong et al., 2022). Urkmez et al., 2020 identified a change in the ease of self-disclosure that came with anonymity when hiding with cameras off, along with the problems of censoring self or avoiding participation. Two other concerns related to technology challenges included connecting to the internet in remote areas or not having available high-speed internet (Chen et al., 2020; Krieger & Stockton, 2004; Xiong et al., 2022).

There was also a concern as instructors (and students) self-reported lacking familiarity, natural resistance to, or anxiety with using technology (Havlik et al., 2022; Krieger & Stockton, 2004; O’Halloran & McCartney, 2004; Xiong et al., 2022). Additionally, the problems of internet etiquette, such as inappropriate video conferencing locations, long pauses, or awkward silence, impeded the cohesion and engagement of the group (Chen et al., 2020; Urkmez et al., 2021; Xiong et al., 2022).

Urkmez et al. (2021) discussed the considerations of technology and its ability to impact the group process. Their participant group had some classes in person before moving online due to the sudden impacts of COVID-19. The complaints regarding technological difficulties and desires to be in person could be attributed to the social factors impacting the move to the online space. This was further supported by similar reflections about the complaints and resistance experienced during and after the rapid transition caused by COVID-19 in the study by Xiong et al. (2022), which also noted the importance of student buy-in.

Legal and Ethical Issues

Authors mentioned several legal and ethical considerations in their considerations of online groupwork. Issues regarding confidentiality, privacy, and dual relationships should be considered when establishing online groupwork andragogical techniques. While some risks may

be inherent to online groupwork regardless of teaching method, it is important for educators to mitigate risks, when possible.

Confidentiality

Assignment in groupwork often includes students sharing sensitive and personal information that require students to maintain confidentiality (Chen et al., 2020). This can be problematic in an online environment even more than within a physical classroom as students may not prioritize being in a private location.

Privacy

Specifically, educators can find it difficult to ensure privacy in groups, regardless of whether in person or virtual. The added dynamic of the online environment brings additional complications. While privacy can usually be controlled in a physical building, a virtual classroom poses privacy concerns when students join online courses from public locations or when others are nearby (Chen et al., 2020; Kreiger & Stockton, 2004; Xiong et al., 2022).

Dual Relationships

An ethical considerations of dual relationships for faculty arise when combining groupwork course with the requirement of group participation and the faculty serves in both roles (Chen et al., 2020). The faculty role includes assessment of skills, evaluation, and issuing grades. A group facilitator encourages emotional expression and processing and the risk of moving into a more therapeutic and clinical counseling relationship (Chen et al., 2020).

Teaching Recommendations

As more programs move to offer online groupwork training, the need for andragogy increases as does the need for evidenced-based research evaluating its effectiveness. Within the articles, recommendations offer ideas for techniques, strategies, and possible solutions to some

of the previously mentioned challenges. Providing helpful solutions begins with current knowledge and can be expanded over time.

The articles in this study provided recommendations for overcoming challenges experienced in teaching group work online. The ability to meet CACREP and ASGW standards should be considered, including the need for instructors to observe students leading a group, work with students using role-plays of group work, and their abilities to identify the clinical skills of colleagues through observation (Chen et al., 2020; O’Halloran & McCartney, 2004). Factors such as course sequencing, how classes are structured, and how learning will occur must be carefully planned (Kreiger & Stockton, 2004; O’Halloran & McCartney, 2004). One suggestion included using breakout rooms within the video platform to facilitate connections within smaller groups of students, bringing in externally licensed facilitators, or using instructor-led groups (Chen et al., 2020). This option would provide instructor interaction within the small group, immediate feedback, and opportunities for incorporating recommendations (Chen et al., 2020).

Other recommendations include co-facilitation opportunities, role play, and identification of group skills used in others (Chen et al., 2020; Krieger & Stockton, 2004; O’Halloran & McCartney, 2004). Student-led facilitation can bring ownership and self-directed learning (Krieger & Stockton, 2004; Xiong et al., 2022). Some suggested using asynchronous options such as incorporating discussion boards, having students take turns in the leadership of weekly discussions, providing extra reflection time, asking, and answering questions, addressing confusion, responding with thoughts, engaging in dialogue on weekly topics, and providing explanations (Chen et al., 2020; Krieger & Stockton, 2004).

ONLINE GROUP WORK ANDRAGOGY

16

Another option was to allow students to participate in external groups (Chen et al., 2020). To decrease the need for synchronous connections, discussion boards, posted videos, and other asynchronous assigned activities provide flexibility and opportunities for additional reflection on course material (Chen et al., 2020; Krieger & Stockton, 2004). Havlik et al. (2022) suggested increasing self-disclosure and other drawing-out tactics while taking advantage of recent advances in virtual tools (Mentimeter, virtual whiteboards, etc.).

To decrease the concern for dual relationships, Urkmez et al. (2021) suggested using supervised doctoral students to facilitate experiential components or as mentioned previously, allowing external facilitators to fulfill the experiential component (Chen et al., 2020). While this cannot be eliminated entirely, some steps can be taken to increase ethical compliance.

Most of the literature suggested setting rules and boundaries at the beginning of the class, such as requiring cameras to remain on for the course and being in a place free of distractions and other people (Chen et al., 2020; Havlik et al., 2022; Xiong et al., 2022). Several articles mentioned having the first-class session in person to discuss these guidelines, answer questions, familiarize the group with the technology, and set procedures for using microphones, headphones, and proper lighting, along with appropriate chat options (Chen et al., 2020; Krieger & Stockton, 2004).

Others suggested that instructors being empathetic and willing to be flexible and adaptive to change could enhance course success (Xiong et al., 2022). Further research would need to explore these areas. O'Halloran and McCartney (2004) used an integrated in-person and online class structure to facilitate group work education for master's level students. This hybrid program offered discussion questions for asynchronous learning with face-to-face experiential skills training. The students in their study identified in-person experiences like co-leadership, hands-on

learning, and modeling or role-play of specific skills as most helpful in skill mastery. The online component had more mixed reviews. However, their results still indicated mastery of the theories presented in the asynchronous online learning sections with opportunities to stay engaged between in-person sessions. Krieger and Stockton (2004) also highlighted the importance of one in-person meeting before transitioning fully online. Their study focused not on skills training and acquisition but on students' theory and problem-solving development. Chen et al. (2020) and Havlik et al. (2004) suggested that residential beginning-level skills courses be required as a prerequisite for further online advanced counseling courses.

Chen et al. (2020) recommended presenting this as a caution and using practice screening sessions utilizing an informed consent example. Setting expectations for keeping cameras on during virtual sessions in a quiet private space can provide accountability, offer some feelings of privacy, and alleviate some of the other issues mentioned earlier (Urkmez et al., 2021; Xiong et al., 2022). Chen et al. (2020) recommended guidelines that address classroom confidentiality such as (a) using headphones in class, (b) limiting background noise, (c) ensuring proper lighting to see student's face, (d) closing other open computer windows and screens to increase focus € avoiding side conversations in chat or outside persons during class.

Limitations

The following limitations of our systematic review should be considered. Our study included only articles within limited databases; different databases beyond counseling journals could be included in future studies. Additionally, the number of studies included in this systematic review is another limitation; further exploration should occur to confirm or revise the findings stated in this review. The ages of the articles included for review create another limitation (mean publication year is 2015), thus limiting the amount of relevant information

regarding online instruction. Finally, the language regarding online group counseling instruction is vague and unrefined, creating challenges when exploring the literature. This caused difficulties for our results, as our search incorporated articles and publications from unrelated fields. Thus, creating a common term for 'online group counseling instruction' within counselor education literature would be beneficial.

Discussion and Implications

Despite the limitations mentioned above, our review has several strengths. This review lays a foundation for further exploration of online instruction within counselor education, particularly regarding group counseling and providing appropriate pedagogical techniques. Creating a thriving learning environment for graduate students includes equipping them with foundations of group counseling theories, group dynamics, therapeutic factors of groups, group formation, types of groups and settings, ethical and cultural strategies, and direct experience (2016 CACREP Standard 2.F.6.; CACREP, 2015). As such, focusing on how each aspect of the CACREP standards could be achieved online through specific pedagogical methods could help define and unify instructional practices.

As institutions implement increasing numbers of online training options post-COVID-19, facilitating online coursework requires specific pedagogical techniques and considerations based on current research (Chen et al., 2020). While some pedagogical research exists for clinical coursework and research methods (Chen et al., 2020; Holmes & Reid, 2017), this study sought to discover the pedagogical techniques and considerations for online group counseling coursework through a systematic analysis of the current counseling journal literature and came up with very little information. The authors found it disappointing and alarming that a systematic review covering over 35 years of literature resulted in only six inclusionary articles regarding online

pedagogical group coursework. What recommendations for future educators can be made to facilitate the skills-based learning required of group work at the master's and doctoral level educational requirements without proper research? Chen et al. (2020) argued similarly, citing the increasing online student body as “outpacing” supportive literature on the online skills-based classroom requirements necessary for CACREP programs.

This lack of research, evidence-based interventions, or even best practice recommendations could have alarming effects on the future of the counseling field. Without known pedagogical practices for online classrooms and, more specifically, group work training, there will be a lack of evidence to show that the counselors-in-training are prepared for the field. Group work has long been shown to have significant therapeutic benefits and is historically represented even before the formalized counseling field was founded. Not adapting to the ever-changing technological landscape sets the counseling field far behind other medical and non-medical fields of practice. With the introduction of the interstate compact and the continued efforts with lawmakers and insurance companies to legitimize the counseling field, can the field afford to neglect online pedagogical research?

With the move to more online programs and classrooms, there has also been a notable increase in the diversity of counseling students. There has long been a call to increase the diversity of the field. With the continued presence of online education, it is even more critical to make sure that the online pedagogical recommendations include the multicultural and social justice lens for effectiveness, primarily due to disparities highlighted by the COVID-19 epidemic (Xiong et al., 2022). One recent proposal out of Malaysia suggests integrating experiential learning activities with a more structured academic approach (Sing-Kiat et al., 2022) for non-western counselors-in-training. They found the introduction of experiential learning activities

ONLINE GROUP WORK ANDRAGOGY

20

increased the mastery of group counseling skills and self-confidence of their counselors in training.

With the continued move towards online delivery of counseling coursework and skills training, continued move towards online delivery of counseling coursework and skills training, andragogical techniques and best practice recommendations are needed. When examining the literature for online group work training, very few articles were found to be applicable to this topic. Through the review of literature, there was some limited insight gleaned into topics related to technological challenges, ethical and legal considerations, and teaching recommendations. More notably, however, was the lack of information and the impact this could have on the future of counseling education. It is necessary for continued exploration and research into this area of andragogical techniques for online group work.

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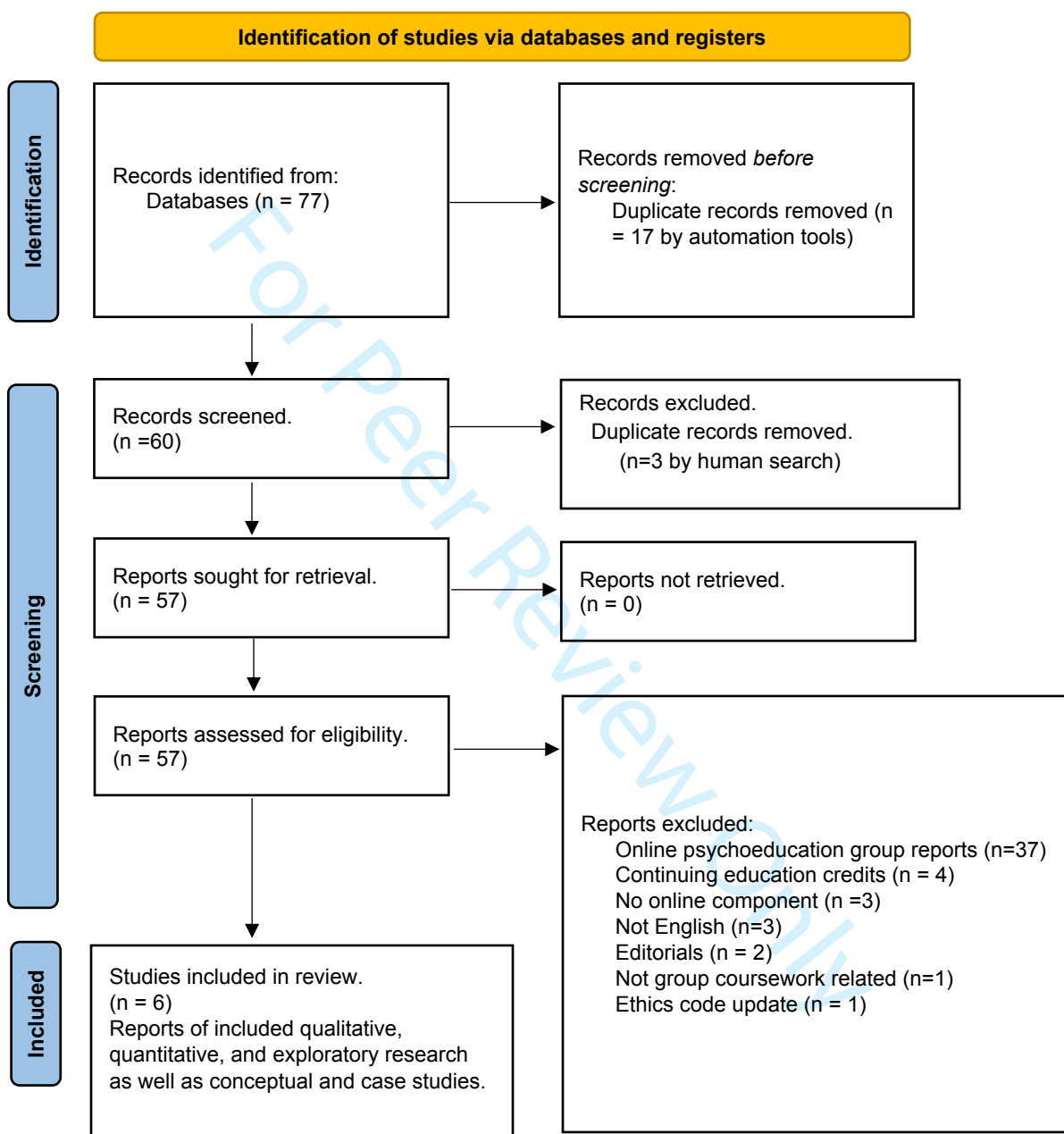
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TABLE 1 List of Included Articles

Author(s)	Study Design	Format of instruction
Chen et al., 2020	Conceptual	Virtual Remote
Havlik et al., 2022	Qualitative	Online synchronous
Kreiger, et al., 2004	Case Study	Online (synchronous and asynchronous)
O’Halloran et al., 2004	Quantitative	Hybrid (in-person and asynchronous)
Urkmez et al., 2021	Qualitative	Start in-person - moved to virtual synchronous
Xiong et al., 2022	Mixed Methods	Online synchronous

Figure 1 PRISMA Diagram



PRISMA flow chart. Adapted from Page et al., (2020). For more information, visit:

<http://www.prisma-statement.org/>