

# Treatment Groups

## Examples of CBGW, DBT, and Psychoeducation

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**Trace  
All Five  
Fingers**

# Midcourse Feedback

thank you for the feedback

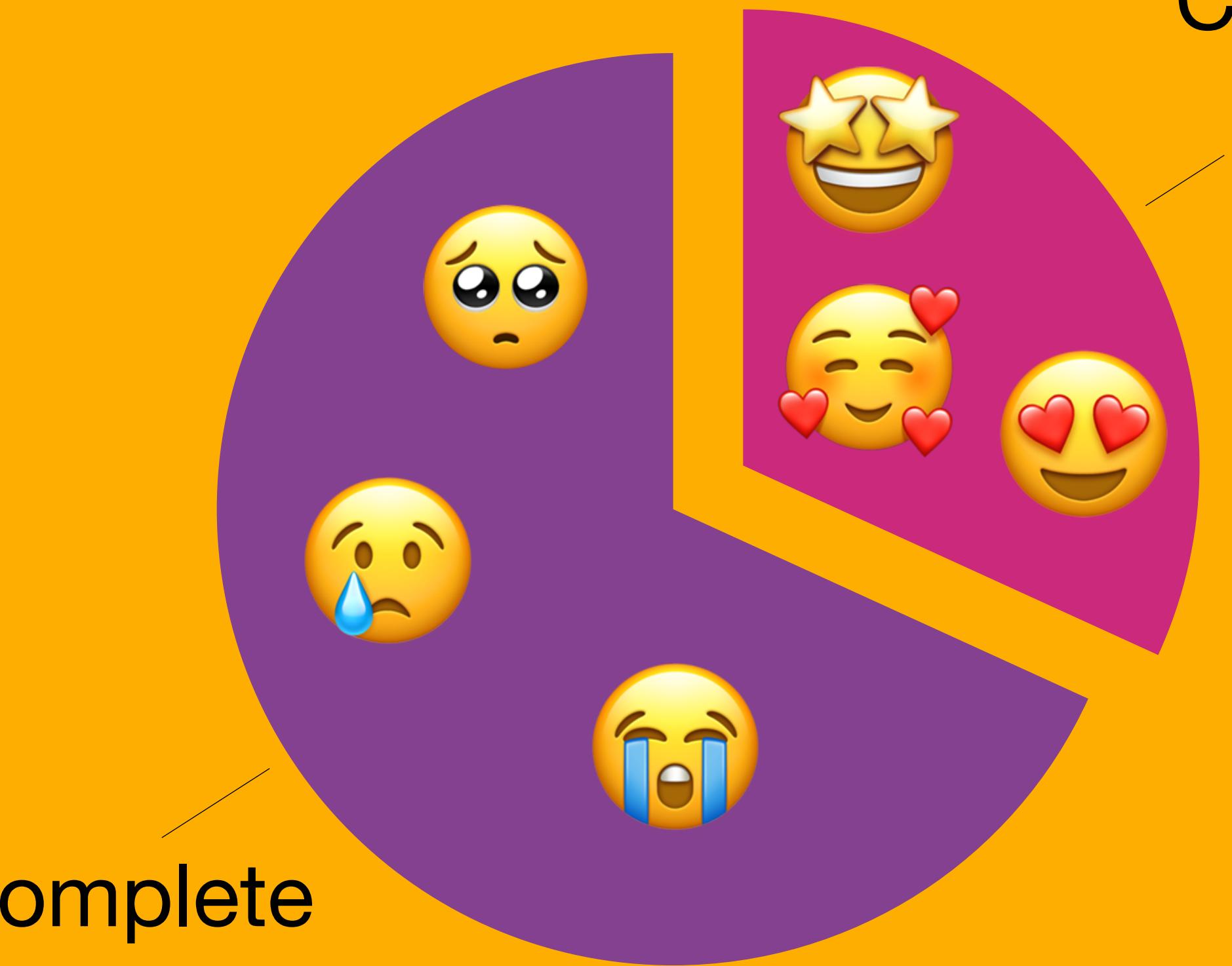
**Positives**

- Teaching methods
- Use of both textbook and journal articles
- Presentations
- Being a great person in general

**Negatives**

- Long presentations
- All of the group work

Didn't Complete  
15



Completed  
7

# **Agenda**

## **The Plan for Week 10**

Group Intervention Pitch

Psychoeducational group skills

Curriculum used with psychoeducational or CBGW

Phases of the group process for CBGW

Information about DBT

Planning and implementation group

# Assignment 04a

## Group Intervention Pitch

Each group will make a short informal pitch for the group they plan to facilitate. As a group, students will share with their classmates their plan to implement their group (i.e., when and where) and the content they will do for their groups. These presentations should not be longer than five minutes.



# Teaching and Delivering Information In Psychoeducation

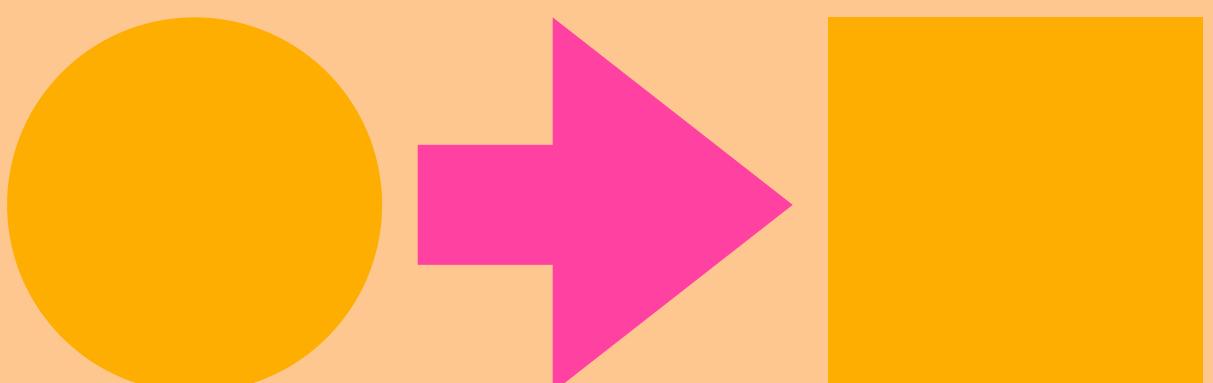
- Selecting optimum methods for delivering information based on participant factors
- Demonstrating the meaningfulness of material among group members
- Creating opportunities for group members to integrate new information with existing knowledge and skills;
- Encouraging retention of new information by doing

# Abilities in Facilitators

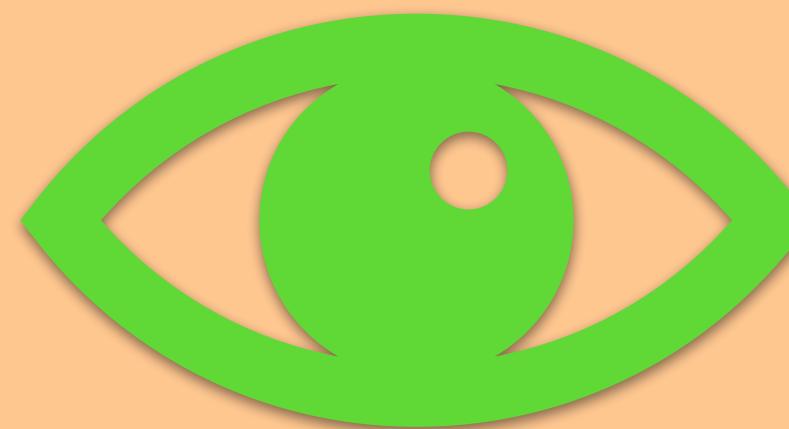
## In Psychoeducation



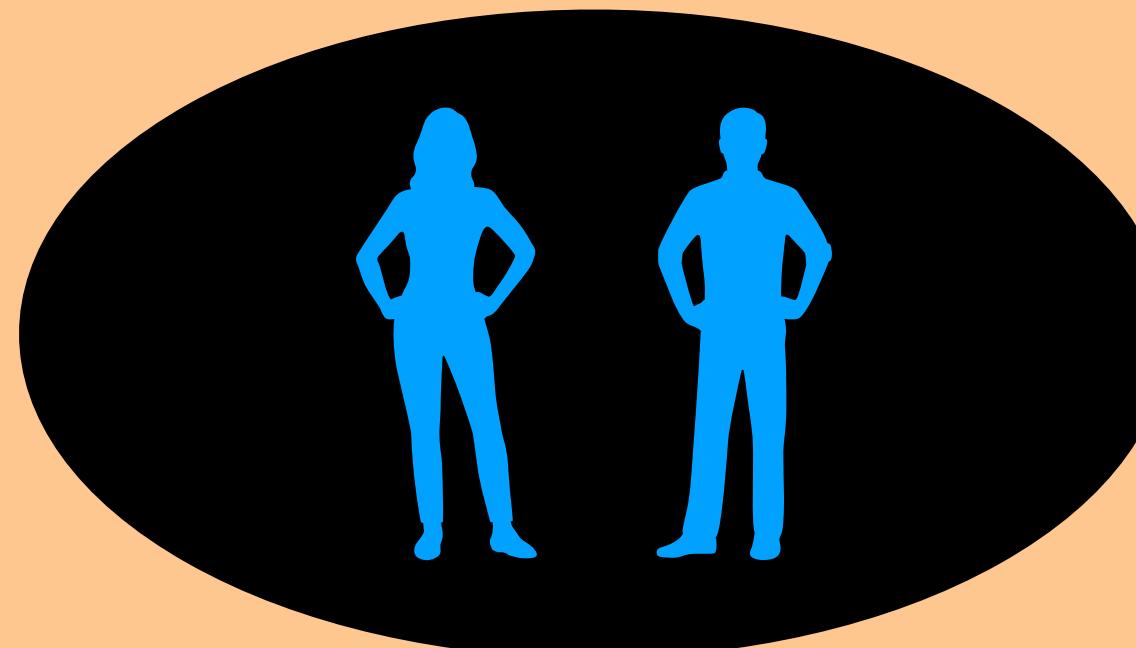
**Education on preparing  
and delivering**



**Knowledge of  
Group Process**



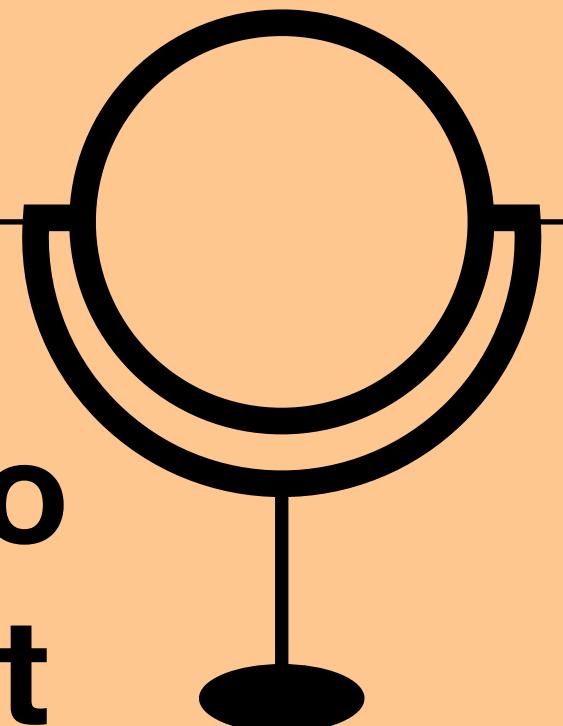
**Supervision**



**Interpersonal  
practice skills**



**Connection  
with group**



**Capacity to  
self-reflect**

**Normalizing  
without  
essentializing**

# Structured

Manualized

ver sus

# Responsive Groups

Process-Oriented

Integration  
of both  
processes

# Example Group Curricula



Guiding  
Good Choices



Why Try

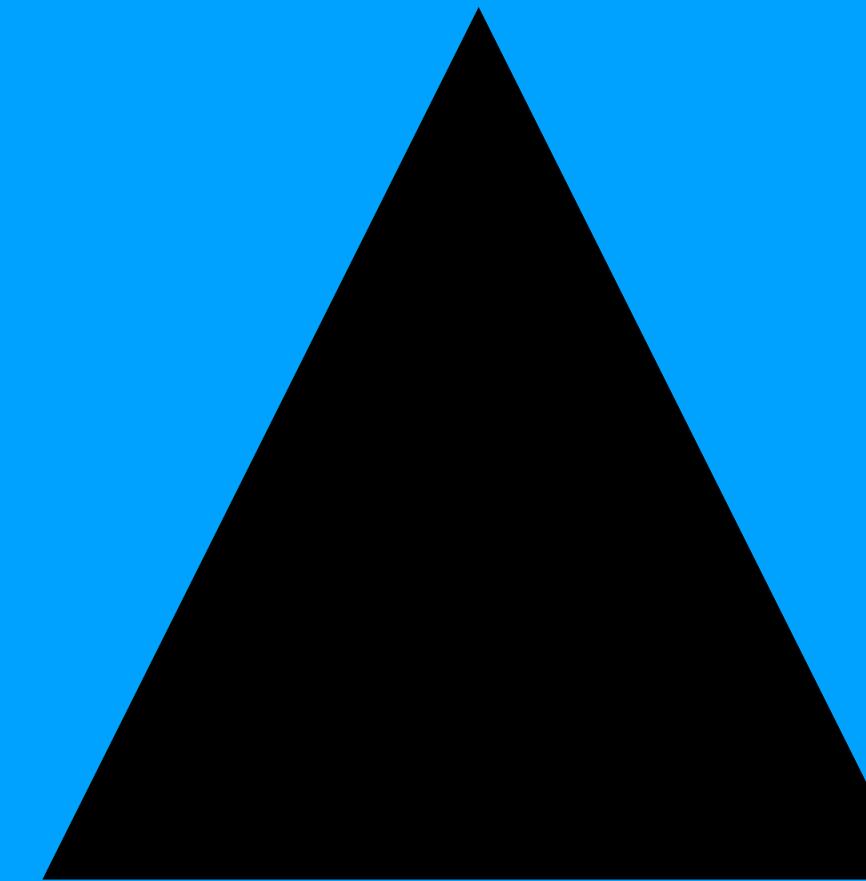
Aggression  
Replacement  
Training

# Cognitive Behavioral Therapy

## The basis for CBGW

What we **think** affects how we act and feel.

### Thoughts



### Feelings

What we **feel** affects what we think and do

### Behavior

What we **do** affects what we think and feel

- Negative interpretations of thoughts
- Patterns of behavior that reinforce distorted thinking
- Develop alternate ways of thinking

# **Therapeutic Procedures**

**For Cognitive-Behavioral Group Work**

**The Buddy System**

**Group Exercises**

**Multiple Modeling**

**Group Feedback**

**Group Brainstorming**

**Mutual Reinforcement**

# Phases of Cognitive-Behavioral Group Work

Beginning  
the Group

Motivational  
Enhancement  
Phase

Assessment  
Phase

Intervention  
Phase

Generalization  
Phase

# Phases of Cognitive-Behavioral Group Work

Beginning  
the Group

Motivational  
Enhancement  
Phase

Assessment  
Phase

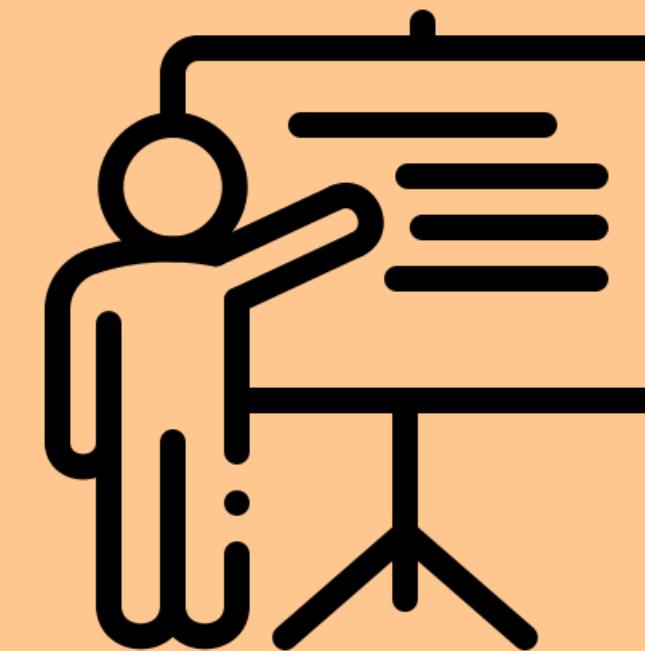
Intervention  
Phase

Generalization  
Phase



Cohesion

Orientation



# Phases of Cognitive-Behavioral Group Work

Beginning  
the Group

Motivational  
Enhancement  
Phase

Assessment  
Phase

Intervention  
Phase

Generalization  
Phase

- Reluctance to speak
- Anger about being in treatment
- Denial of any serious problems
- Setting themselves apart
- Speaking only to the group worker
- Unwilling to provide self disclosure

# Phases of Cognitive-Behavioral Group Work

Beginning  
the Group

Motivational  
Enhancement  
Phase

Assessment  
Phase

Intervention  
Phase

Generalization  
Phase

- Normalizing ambivalence
- Contrasting costs and benefits of changing or resolving problems
- Eliciting and reinforcing self-motivational statements
- Removing barriers to treatment

- Supporting self-efficacy
- Avoiding argumentations and early confrontation
- Providing clear advice
- Delivering continued feedback

# Phases of Cognitive-Behavioral Group Work

Beginning  
the Group

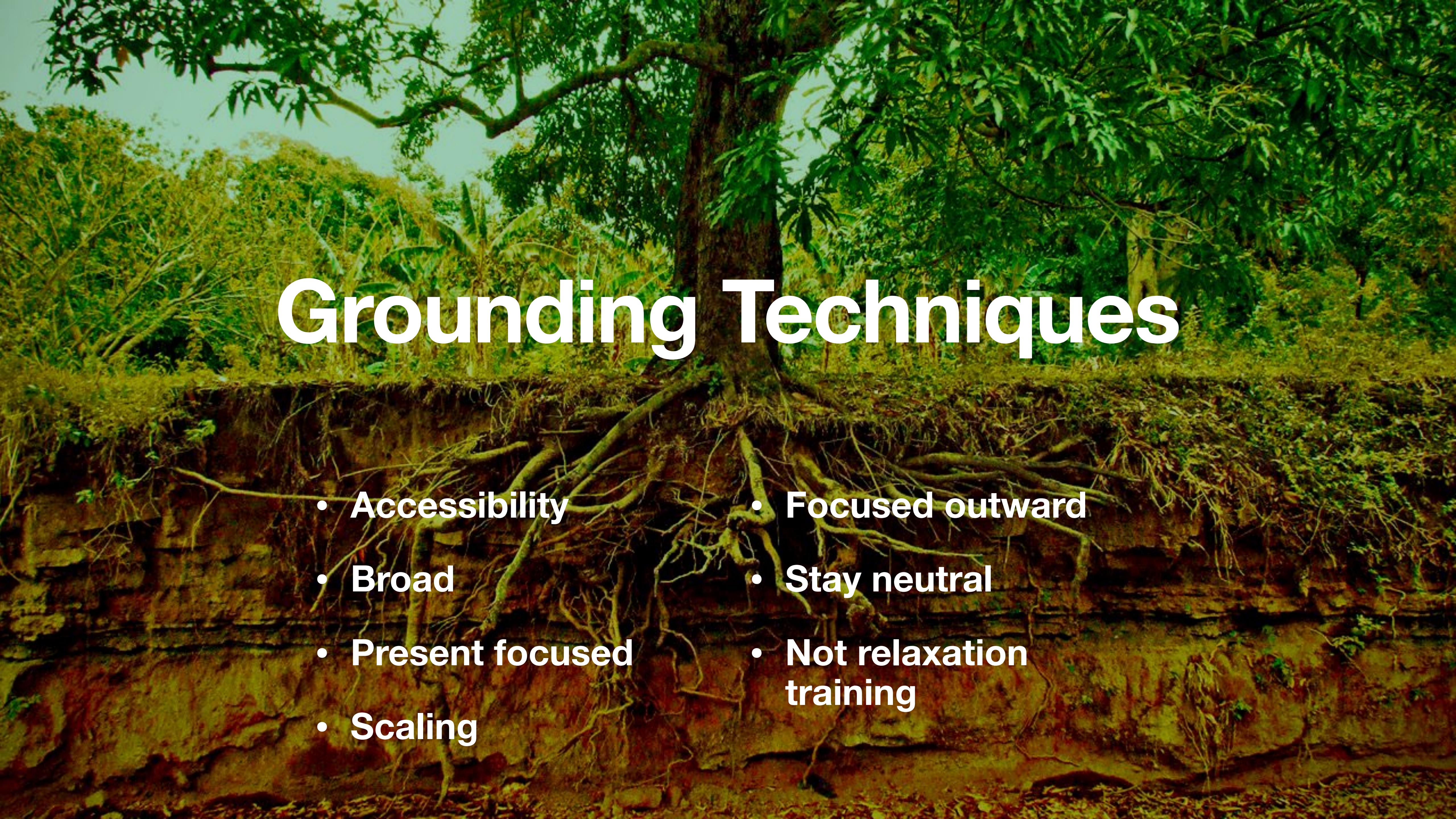
Motivational  
Enhancement  
Phase

Assessment  
Phase

Intervention  
Phase

Generalization  
Phase

- Gathering background information
- Using assessment tools
- Doing goal setting

The background of the slide features a photograph of a large, ancient tree with its intricate root system exposed, growing out of a dark, craggy rock formation. The surrounding environment is a lush, green forest with various other trees and foliage visible in the distance and above.

# Grounding Techniques

- Accessibility
- Broad
- Present focused
- Scaling
- Focused outward
- Stay neutral
- Not relaxation training

# Phases of Cognitive-Behavioral Group Work



- Orient to systematic problem solving
- Identifying and defining the problem and resources
- Generating alternative solutions
- Evaluating and selecting best set of solutions
- Preparing for implementation, and evaluating outcomes

# Phases of Cognitive-Behavioral Group Work

Beginning  
the Group

Motivational  
Enhancement  
Phase

Assessment  
Phase

Intervention  
Phase

Generalization  
Phase

Modeling Methods

Group Members

Group  
Worker

Special Guests

# Phases of Cognitive-Behavioral Group Work

Beginning  
the Group

Motivational  
Enhancement  
Phase

Assessment  
Phase

Intervention  
Phase

Generalization  
Phase

Cognitive Change Methods

Self-Centered Thinking  
Assuming the Worst  
Blaming Others  
Minimizing / Mislabeled

# Phases of Cognitive-Behavioral Group Work

Beginning  
the Group

Motivational  
Enhancement  
Phase

Assessment  
Phase

Intervention  
Phase

Generalization  
Phase

Community Interventions



# Phases of Cognitive-Behavioral Group Work



- Guided Group Exposure
- Relaxation Methods
- Operant Methods
- Relationship Enhancement Methods
- Small-Group Practice Procedures

# Phases of Cognitive-Behavioral Group Work

Beginning  
the Group

Motivational  
Enhancement  
Phase

Assessment  
Phase

Intervention  
Phase

Generalization  
Phase

The preparation  
for the transfer of  
skills to the world

Dialectical theory states that reality is interrelated and connected, made of opposing forces, and always changing. In DBT, dialectics take the form of both a fundamental worldview as well as a method of persuasion (i.e., a set of communication strategies that the therapist uses to elicit change).

(Rizvi et al., 2013, p. 76)

# Dialectical Behavior Therapy Skills

**Distress tolerance** will help you cope better with painful events by building up your resiliency and giving you new ways to soften the effects of upsetting circumstances.

**Mindfulness** will help you experience more fully the present moment while focusing less on painful experiences from the past or frightening possibilities in the future. Mindfulness will also give you tools to overcome habitual, negative judgments about yourself and others.

**Emotion regulation** skills help you to recognize more clearly what you feel and then to observe each emotion without getting overwhelmed by it. The goal is to modulate your feelings without behaving in reactive, destructive ways.

**Interpersonal effectiveness** gives you new tools to express your beliefs and needs, set limits, and negotiate solutions to problems—all while protecting your relationships and treating others with respect.

# Developing Your Own Curriculum

Include Discussion of the Following:

- Objectives
- Planned content
  - Short descriptions
  - In-depth details
- Verbatim discussion
- Tasks or roles

Work with groups of four. Pick a topic for a group. Spend time thinking about what type of curriculum you would do, what parts you would include, and what are some of the information you would do. Plan one of the sessions.

# Practice Facilitating a Group

