

Treatment Groups

Examples of CBGW, DBT, and Psychoeducation

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Trace All Five Fingers

Midcourse Feedback

thank you for the feedback

Positives

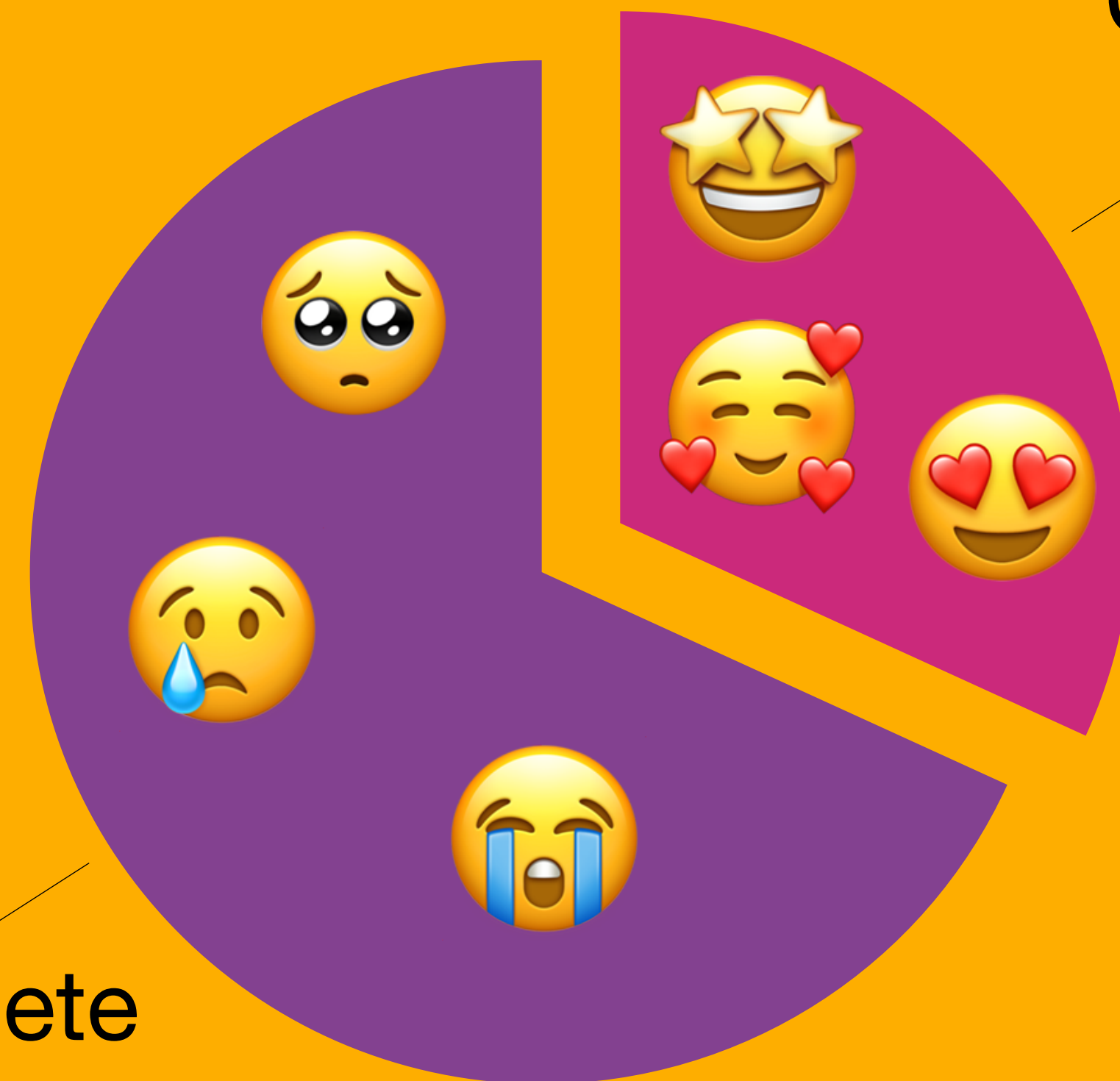
- Teaching methods
- Use of both textbook and journal articles
- Presentations
- Being a great person in general

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

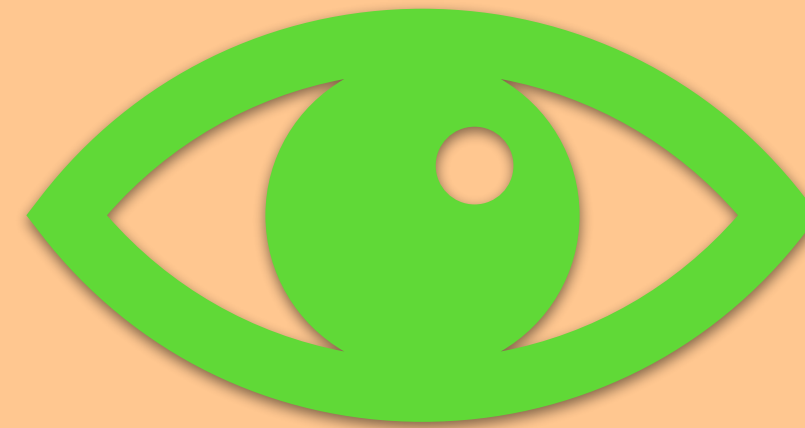
- Selecting optimum methods for delivering information based on participant factors
- Demonstrating the meaningfulness of material among group members
- Creating opportunities for group members to integrate new information with existing knowledge and skills;
- Encouraging retention of new information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

Abilities in Facilitators

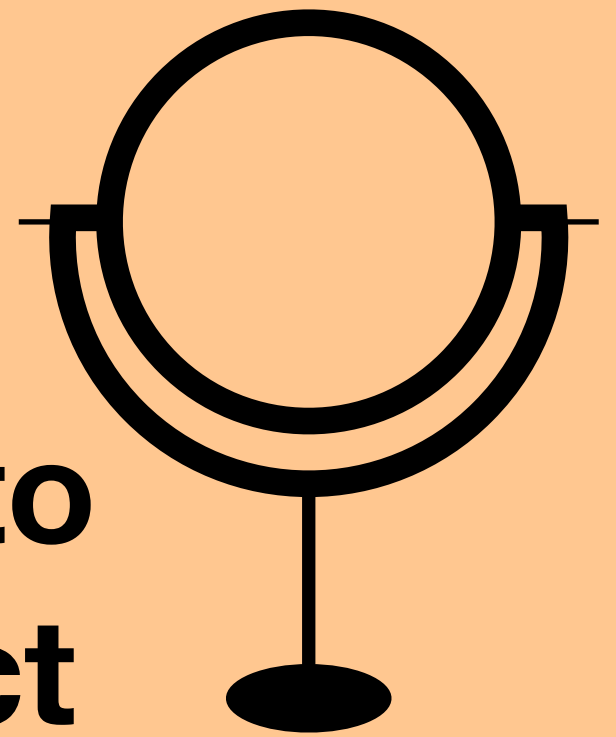
In Psychoeducation



Education on preparing and delivering



Supervision

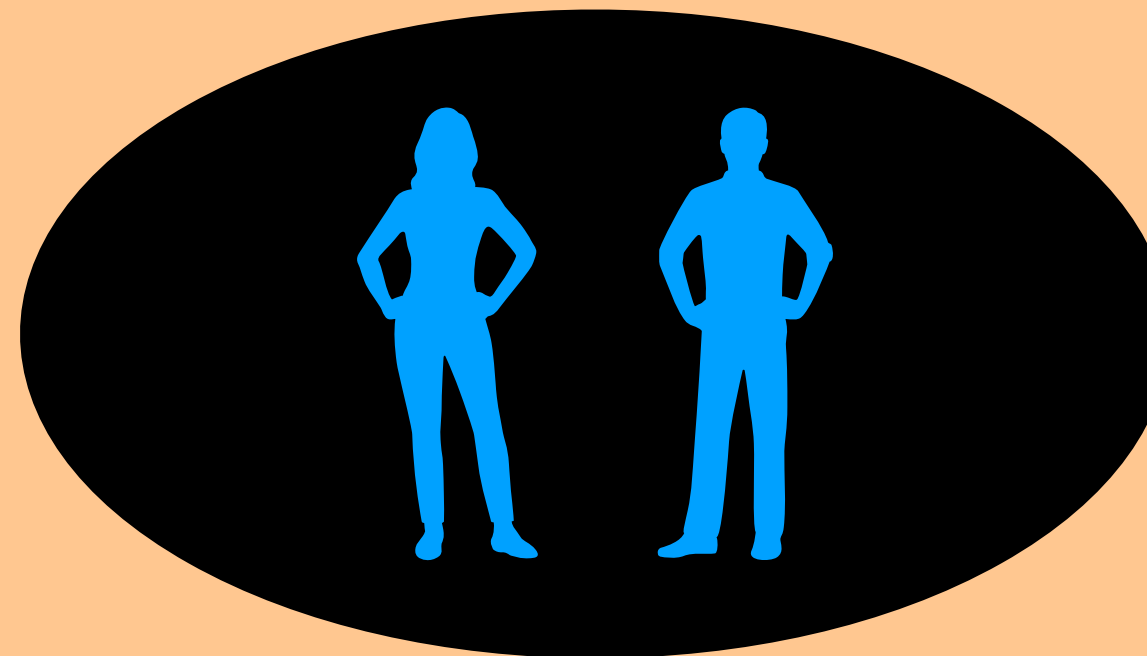


Capacity to self-reflect

Normalizing without essentializing



Knowledge of Group Process



Interpersonal practice skills



Connection with group

ver sus

Structured

**Responsive
Groups**

Manualized

Process-Oriented

**Integration
of both
processes**

Example Group Curricula



Why Try

Guiding  Good Choices

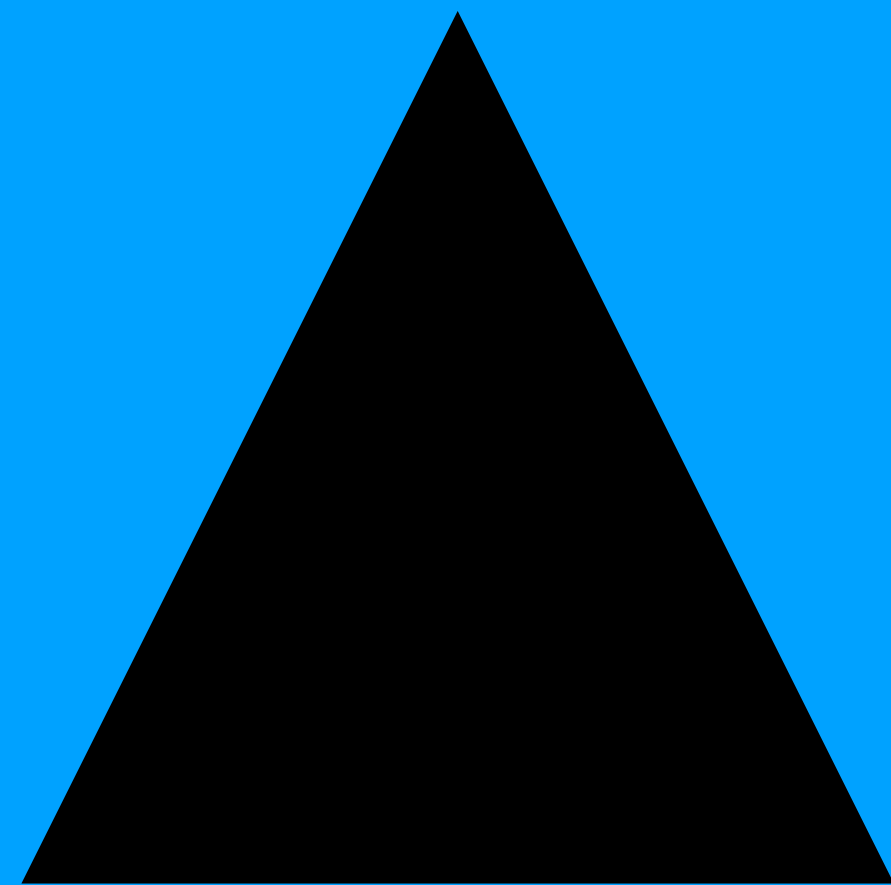
**Aggression
Replacement
Training**

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

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



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

