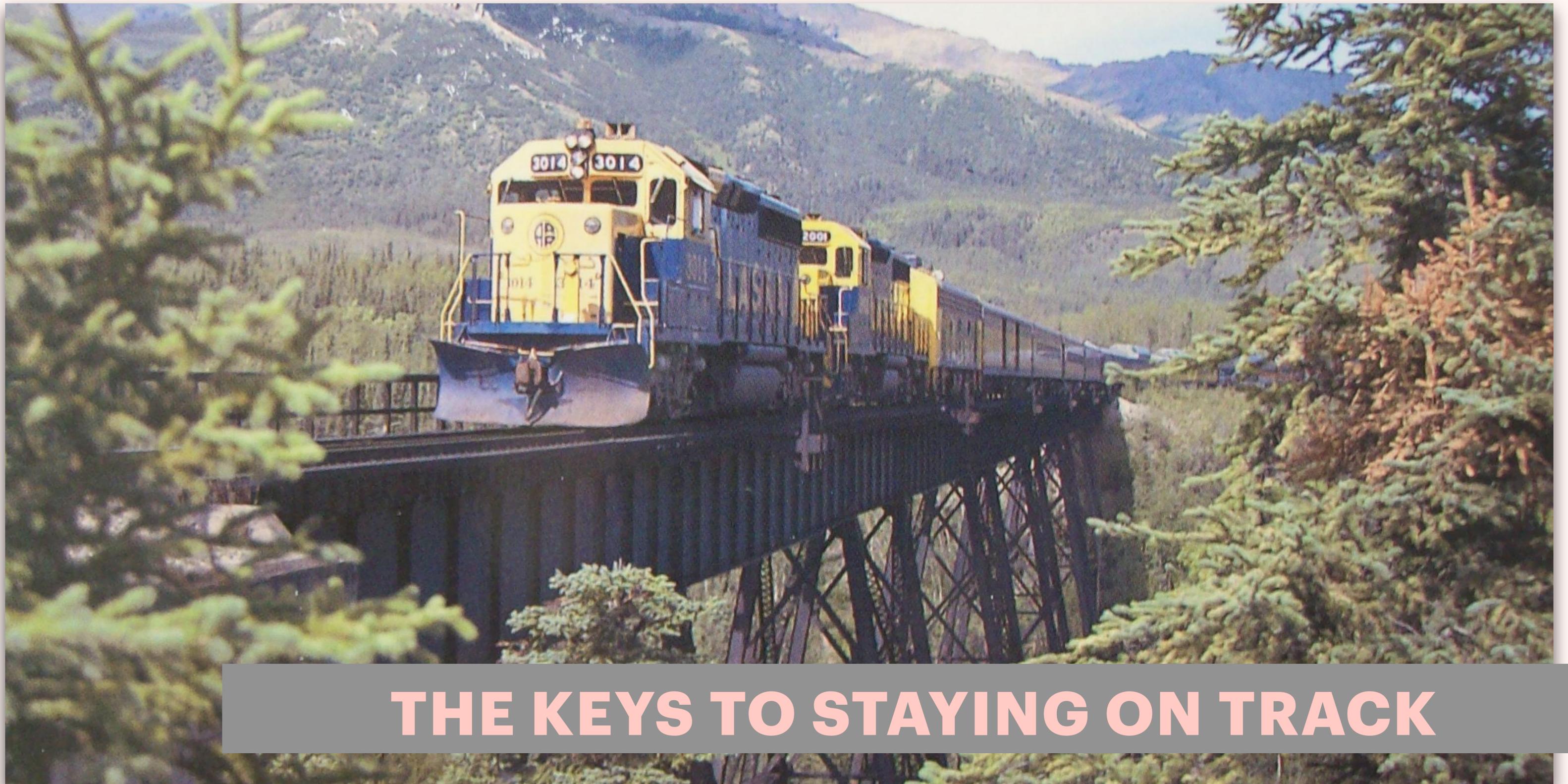

Group Work Approaches

RELATED TO SETTINGS

Part 1 of 2

**Physical & Mental Health
Involuntary Clients
Strength-Based with Children & Adolescents
Child Welfare**



THE KEYS TO STAYING ON TRACK

GROUP WORK APPROACHES

**Physical & Mental
Health**

Ruffolo and Maker (2017)
Chapter 13 - Evidence-
Based Group Work in
Mental Health Practice

**Involuntary
Clients**

Rooney and Chovanec
(2017) Chapter 14 -
Involuntary Groups

**Strength-Based
Groups w/
Children &
Adolescents**

Malekoff (2017) Chapter 15 -
Strengths-Based Group
Work with Children and
Adolescents

Child Welfare

Rittner (2017) Chapter 16 -
Group work in Child Welfare

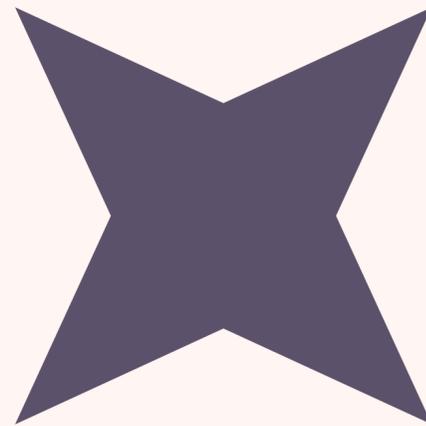
GROUPS IN PHYSICAL AND MENTAL HEALTH

Redistributional Justice

Uncertain Conditions

Identity Concerns

Crisis Situations



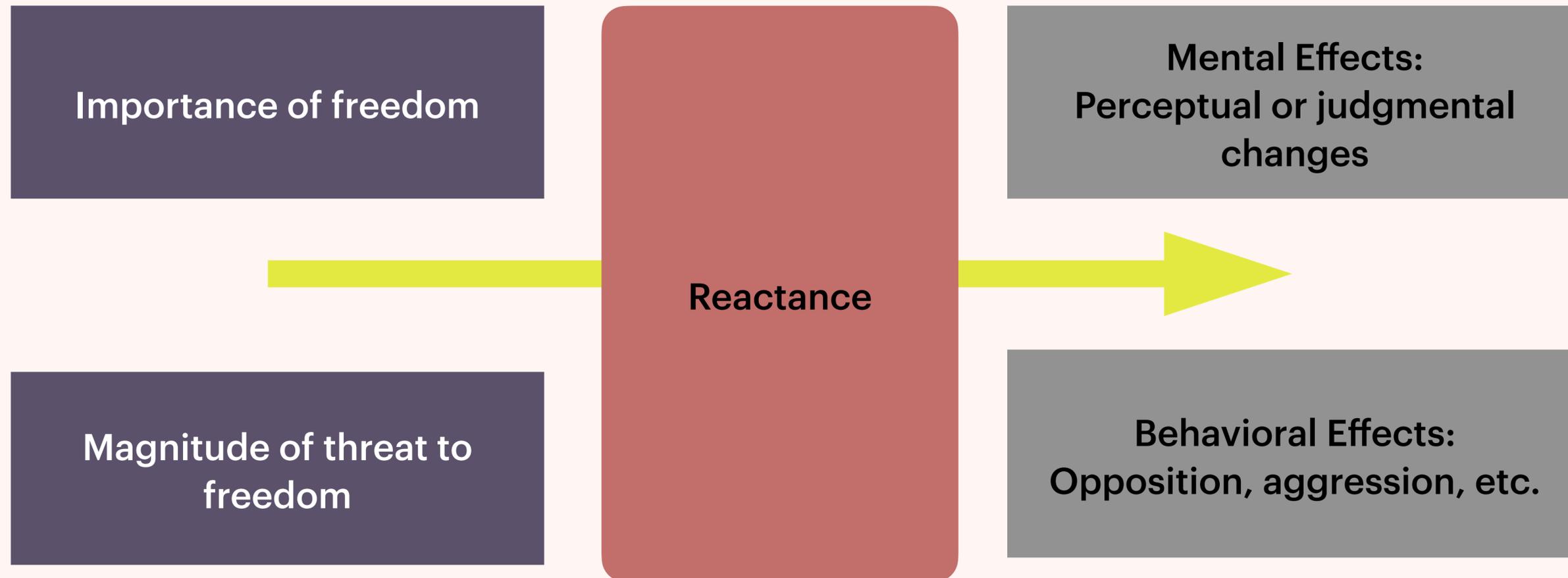
(Ruffolo & Maker, 2017)

INVOLUNTARY GROUPS

- **Reactance Theory**
- **Stages of Change Model**
- **Motivational Interviewing**
- **Stages of group change for involuntary clients**

(Rooney & Chovanec, 2017)

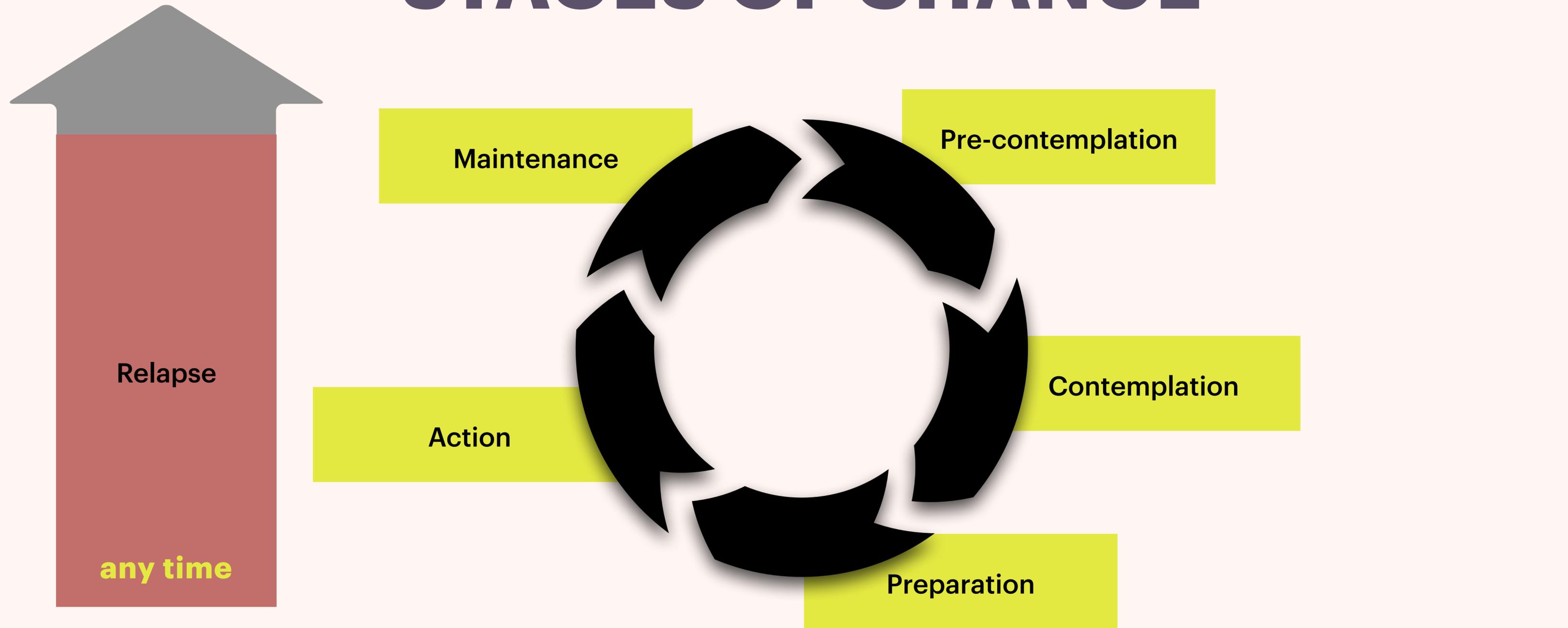
REACTANCE THEORY



(Brehm, 1972)

MOTIVATIONAL INTERVIEWING

STAGES OF CHANGE



(Miller & Rollnick, 2013)

THE “SPIRIT” OF MOTIVATIONAL INTERVIEWING

Collaboration vs. Confrontation

Evocation vs. Imposing Ideas

Autonomy vs. Authority

(Miller & Rollnick, 2013)

THE PRINCIPLES OF MOTIVATIONAL INTERVIEWING

Express
Empathy

Support
Self-Efficacy

Roll with
Resistance

Develop
Discrepancy

(Miller & Rollnick, 2013)

THE PRINCIPLES OF MOTIVATIONAL INTERVIEWING

Express Empathy

Support Self-Efficacy

Roll with Resistance

Develop Discrepancy

- **Basis for client feeling heard and understood**
- **Permits clients to honestly share experiences**
- **Relies on client's experiencing clinician seeing from their point of view**

(Miller & Rollnick, 2013)

THE PRINCIPLES OF MOTIVATIONAL INTERVIEWING

Express Empathy

Support Self-Efficacy

Roll with Resistance

Develop Discrepancy

- **Strengths-based approach**
- **Client must believe change is possible**
- **Clients often have tried to change, and been unable**

(Miller & Rollnick, 2013)

THE PRINCIPLES OF MOTIVATIONAL INTERVIEWING

Express Empathy

Support Self-Efficacy

Roll with Resistance

Develop Discrepancy

- **Experiences conflict with view of problem or solution**
- **Conflicts based on ambivalence about change**
- **Clinician's job to avoid confronting in the early stages**
- **Clients define their own problems and solutions**
- **Inviting clients to examine new point of view**

(Miller & Rollnick, 2013)

THE PRINCIPLES OF MOTIVATIONAL INTERVIEWING

Express Empathy

Support Self-Efficacy

Roll with Resistance

Develop Discrepancy

- **Motivation occurs where there is a mismatch in values and actions.**
- **Gradually helping clients to become aware of how current behaviors lead away from goals.**

(Miller & Rollnick, 2013)

AGGRESSION REPLACEMENT TRAINING

GROUP NORMS

- **Respect**
- **Safety**
- **Participation**
- **Confidentiality**

THINKING ERRORS

AKA: Cognitive Distortions

Thinking Errors or Cognitive Distortions lead us to trouble when we use them to make sense of our poor choices and antisocial behavior. We also end up with consequences that we do not like.

Self-centered Thinking: Thinking about only your own needs or interests, not caring about others. One example is saying “If I lie to people, it is nobody’s business but mine.”

Assuming the Worst: Acting as if the worst outcome in a situation is the only possible outcome. Thinking people are out to get you. One example is saying, “I might as well lie, people won’t believe me if I tell the truth.”

Blaming Others: Not accepting responsibility for your choices and consequences. Making it seem like someone forced you to act how you did. Saying someone else is responsible. One example is saying, “People make me lie when they ask too many questions.”

Minimizing/mislabeling: Thinking Errors or Cognitive Distortions lead us to trouble when we use them to make sense of our poor choices and antisocial behavior. We also end up with consequences that we do not like. The four thinking errors we learn about in Moral Reasoning are:

THINKING ERRORS

AKA: Cognitive Distortions

These same styles of thinking can also lead us to positive decisions.

Style of Thinking	Positive/Pro-social	Okay Because
Self-Centered Thinking	I am not going to rob a bank with you because I don't want to get in trouble. You do whatever you want.	You are using Thinking Ahead to stay out of a situation that may lead to trouble.
Assuming the Worst	If I drink and drive, I will die.	You are using Thinking Ahead and may save your own life.
Blaming Others	If there weren't so many drug dealers in my neighborhood, it would be a safer place to live.	If it is a factual statement, then you are not trying to blame someone else.
Minimizing/mislabeling	It is no big deal to get a flu shot, the needle just hurts for a second.	You are using a Reminder to help to calm yourself down.

“YOUR FATHER IS LATE AGAIN,” REGGIE'S MOTHER TELLS REGGIE ONE NIGHT AS HE SITS DOWN TO DINNER. REGGIE KNOWS WHY; HE PASSED HIS FATHER'S CAR ON THE WAY HOME FROM SCHOOL. IT WAS PARKED OUTSIDE THE MIDTOWN BAR AND GRILL. REGGIE'S MOTHER AND FATHER HAD ARGUED MANY TIMES ABOUT HIS FATHER'S STOPPING OFF AT THE BAR ON HIS WAY HOME FROM WORK. AFTER THEIR LAST ARGUMENT, HIS FATHER HAD PROMISED HE WOULD NEVER DO IT AGAIN. “I WONDER WHY YOUR FATHER IS LATE,” REGGIE'S MOTHER SAYS. “DO YOU THINK I SHOULD TRUST WHAT HE SAID ABOUT NOT DRINKING ANY MORE? DO YOU THINK HE STOPPED OFF AT THE BAR AGAIN?” REGGIE'S MOTHER ASKS HIM. WHAT SHOULD REGGIE SAY OR DO?

MORAL REASONING

Problem Situation:

Reggies Problem

“Real” Problem Definition:

Name	1	2	3	4	5
Group Decision					

TECHNIQUES UTILIZED WITH INVOLUNTARY GROUPS

- **Emphasizing choices already made**
- **Emphasize choice**
- **Limited, clear requirements**
- **Clarifying roles**
- **Avoid emphasis on blaming**
- **Positive future focus**
- **Clarifying non-negotiable requirements**
- **Clarifying rights and limitations**
- **Rewarding acknowledging responsibility**

STRENGTHS BASED GROUP WORK WITH CHILDREN AND ADOLESCENTS

- 1 Form groups based on member felt needs and wants, not diagnoses
- 2 Structure groups to welcome the whole person, not just the troubled parts
- 3 Integrate verbal and nonverbal activities
- 4 Decentralize authority and turn control over to group members
- 5 Develop alliances with relevant other people
- 6 Maintain a dual focus on individual change and social reform
- 7 Understand and respect group development as a key to promoting change

(Malekoff, 2017)

**NEXT WEEK NO
SYNCHRONOUS
CLASS**

April 11, 2022

ASSIGNMENT 04

Research Paper to Inform Group Practice

Meta: Points 100 pts (20% of final grade); *Deadline* Friday 04/22/22 at 11:55 PM; *Completion* Submit an individual paper via My Heritage Assignments which is connected to Chalk and Wire

Criterion for Success: Students will be assessed on their ability to demonstrate effective scholarly writing and practice behaviors. This paper will be graded according to the research and intervention practice behavior rubric and the APA research paper rubric. The competencies will be assessed through the practice behaviors rubric. Grades will be included in final grades, which must be submitted by the instructor no later than Wednesday 05/18/22 at 5:00 PM.

Task: Working individually, students will complete a research paper regarding a facilitated treatment group. It is helpful for the student to select a group that they might be interested in providing in the future. The group can be on almost any topic. For instance, you may choose to research chemical dependency, sex offender treatment, sexual abuse recovery, grief and loss, parenting children with special needs, homeless teens, etc. The final paper will be 1,500 to 1,750 words in length. It should be written using APA format and strong academic and professional writing skills. A title page, abstract, written article, and reference page are all included. The paper will consist of a minimum of four sources that guide facilitating your group topic. At least two journal articles must be from peer-reviewed sources.

The final paper should include the following information:

- Discussion, synthesis, and analysis of the findings of the research
 - Examination how the research findings relate to each other, it is helpful to look for themes in the articles and base your paper around those themes
 - Use of examples about how the information provided should be applied to practice with groups
 - Understanding of how to apply the information to the knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
-