

# Treatment Groups

Examples of CBGW, DBT, and Psychoeducation

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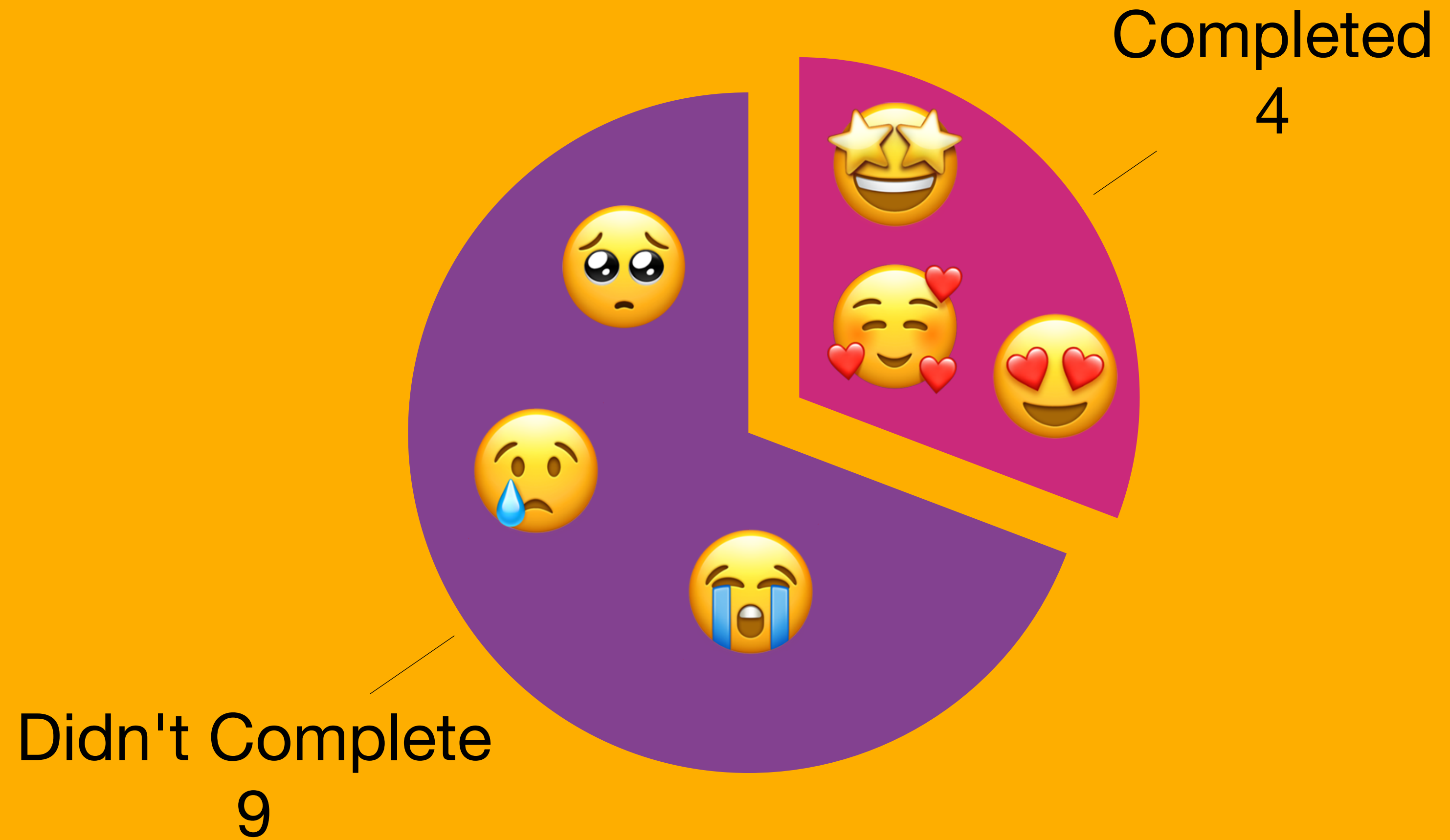




# Trace All Five Fingers

# Midcourse Feedback

thank you for the feedback





# 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

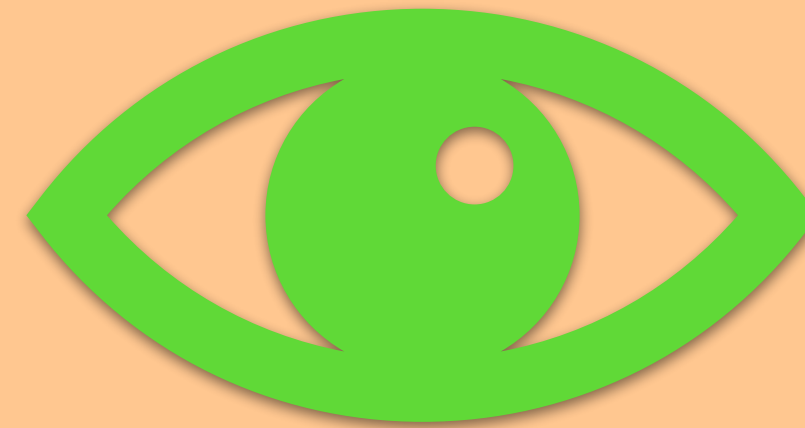


# Abilities in Facilitators

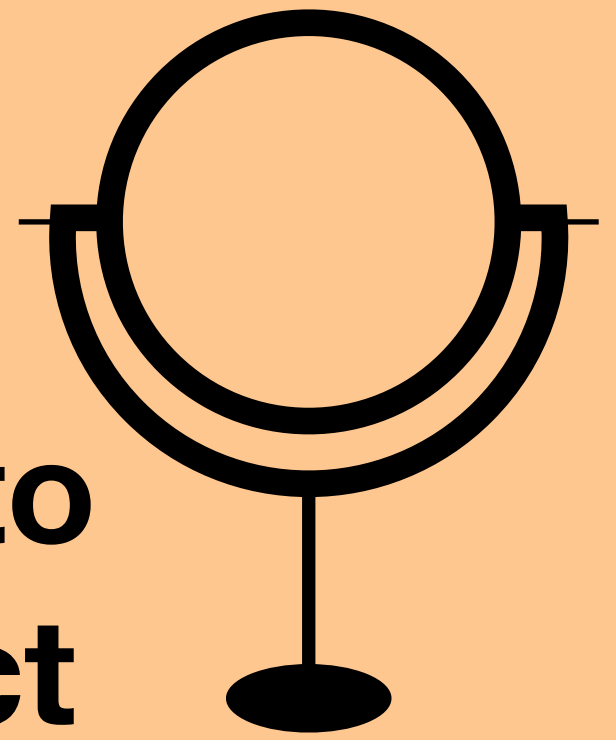
## In Psychoeducation



Education on preparing and delivering

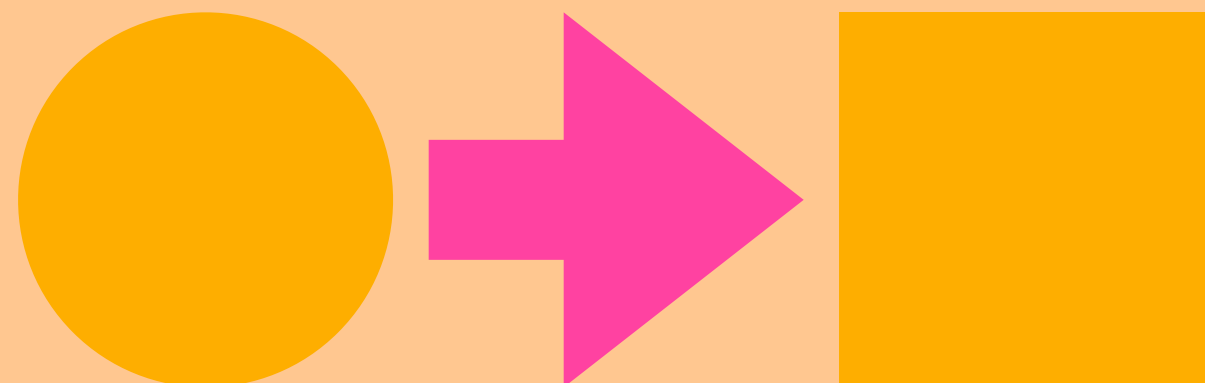


Supervision

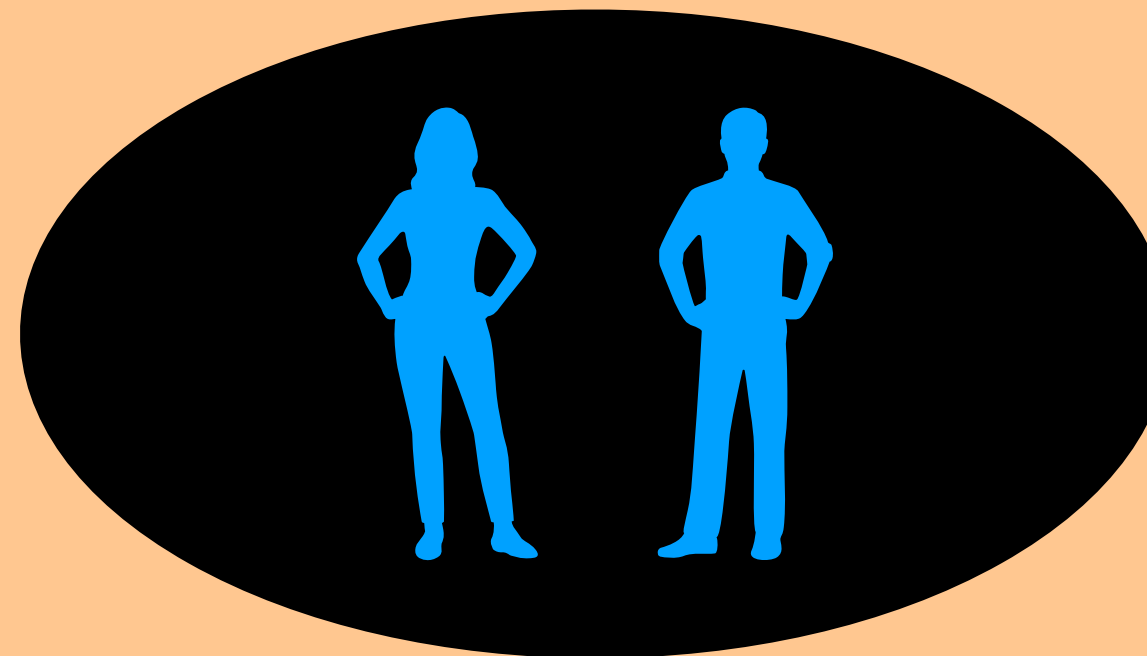


Capacity to self-reflect

Normalizing without essentializing



Knowledge of Group Process



Interpersonal practice skills



Connection with group



verses

**Structured**

**Responsive  
Groups**

Manualized

Process-Oriented

**Integration  
of both  
processes**

# Example Group Curricula



**Why Try**

*Guiding  Good Choices*

**Aggression  
Replacement  
Training**

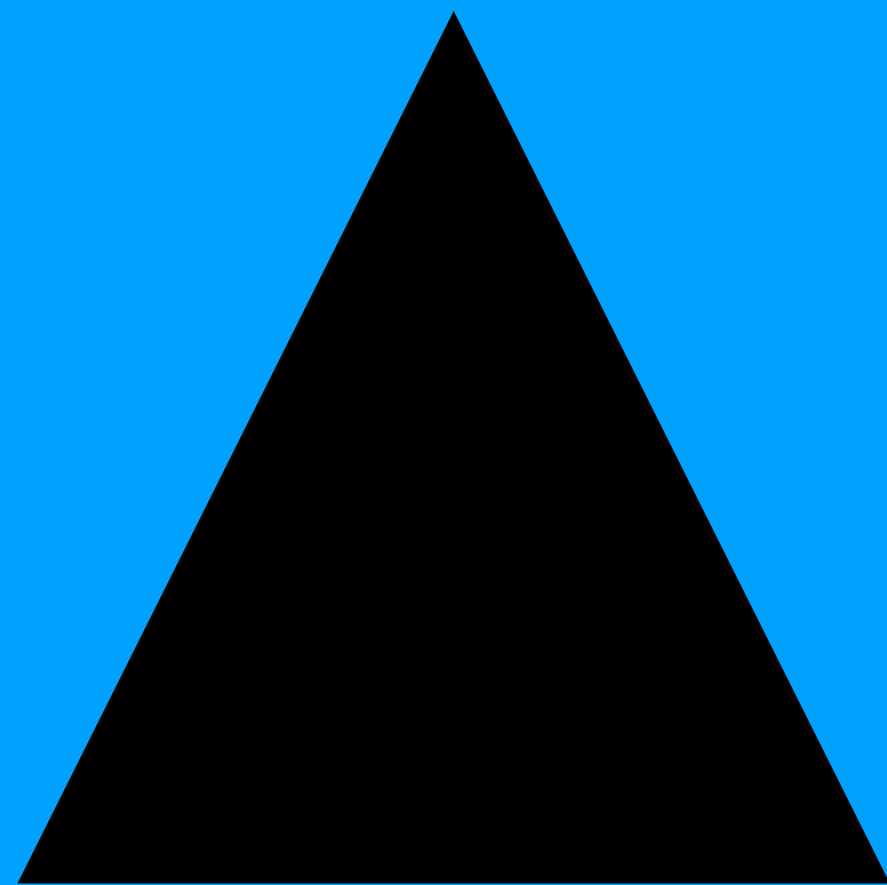


# Cognitive Behavioral Therapy

## 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

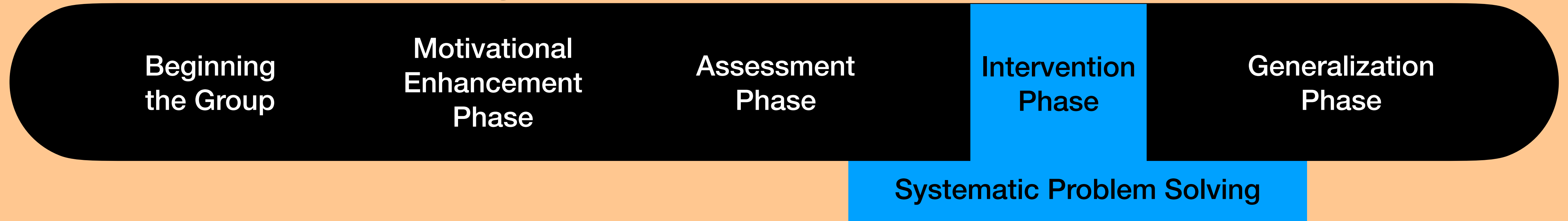


# Grounding Techniques

- **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



# Practice Facilitating a Group

