

Questions Asked During Live Webinar Broadcast on 04/09/2015



What is the group book referenced by Joel "Korry"? Referenced in section about active listening?

A: Corey, Gerald. *Theory and Practice of Group Counseling*, 2013.

What do you do if teens refuse to do homework?

A: Unfortunately with teens there's no perfect answer, but a couple of recommendations come to mind. First, stay consistent – do not change your expectations just because they appear nonresponsive in the beginning (kids need structure). Second, although I always say “homework is a mandatory part of this group,” I also know my audience, so I build 10 minutes at the beginning of each group as check-in for homework/time to catch up and as a group we work on homework together for the first 10 minutes of group until everyone is caught up.

Please restate the training name of the counter-transference course?

A: Here is a link to the most thorough option (unless if you can find one to attend live at a local university/college) [Transference, Countertransference, and Resistance in Psychoanalysis \(CLICK HERE\)](#) OR take a look at this [educational article \(CLICK HERE\)](#) or [Online Course Offerings Like This \(CLICK HERE\)](#)

I was under the understanding that my job as facilitator is to set the emotional tone of the group and enhance the therapeutic exchange of member-to-member interaction?

A: Yes, that is correct. You are referring to the process-sensitive group therapy model which is one we are most familiar with as “supportive psychotherapy” groups, where the facilitator sets the emotional tone of the group and gives room for clients to take the lead (10 – 20% group leader, 80 – 90% clients lead). However, most EBPs are not designed as “supportive psychotherapy” groups or process-sensitive groups. A lot of EBPs are psychoeducational in nature, and require a more directive style since there are measurable goals that need to be met and an agenda/topic to follow. It all depends on the EBP/Group, which requires counselors to be quite versatile and flexible in their style of group counseling.

How would you respond to a client in a group who confronts peers because "that's what worked for me" (vs. a more collaborative & non-confrontational approach)?

A: Great question, this is a “treatment issue” not a “compliance issue.” As a counselor, ask yourself “where is this coming from?” It's not just a traditional approach, but there's an underlying desire to help another person with a strategy that this person thinks is helpful. As a counselor, you know the approach is not helpful and by observing the group's reaction you may quickly notice that it's not helpful...does the client notice? Help them see the group's reaction to their confrontation style by shifting from content to process. Affirm the client's desire to help, appreciate their assertiveness, then ask the group what is most helpful for them now.

Are there any suggested books to read up on the group techniques presented?

A: *Group Counseling: Strategies and Skills*, 2015. Jacobs, Ed E. and Masson, Robert L.
Group Exercises for Addiction Counseling, 2012. Miller, Geri.
Groups: Process and Practice, 9th Edition, 2013. Corey, Gerald & Corey, Marianne.
Theory and Practice of Group Psychotherapy, 5th Ed. 2005. Yalom, Irvin.

Any thoughts on how to approach fellow staff members who are more wedded to the "confrontational" style - in staff meetings and in supervision.

A: I always encourage supervisors to take the same approach that we want our supervisees to take – Motivational Interviewing 101 – if a staff person is committed to a traditional “confrontational” approach, then they are most likely at the Precontemplation Stage of Change (not able to see that there’s a problem with their current approach). Similar to our clients, telling them that they are wrong will be unproductive and rarely lead towards a successful outcome. So, similar to clients in precontemplation, we need to provide generalized education on the value of alternative communication styles and appropriate workplace behavior. To help a counselor shift towards strength-based, we ourselves as supervisors must use a strengths-based approach: what is the counselor really good at? (probably builds rapport easily with new clients) – start there, focus on their strengths, and help them transition to a strengths-based approach through your careful and strategic modeling.

We have our group members complete Group Summary Forms that contain a Check In - Out; format; the form asks about HI / SI; Cravings / urges/ withdrawals/ stress (on a 1-10 scale); then about 10 questions about feedback provided, received; costs/ benefits of incorporating knowledge/ skills discussed; treatment plan progress; etc; it also solicits other feedback regarding needs/concerns that can be discussed during individual sessions. Are there any other GROUP SUMMARY formats that are recommended? Ours covers both psycho educational & process group experiences.

A: Your Group Summary Form sounds excellent! Have you ever heard of Feedback Informed Treatment (FIT Model) or Client-Directed Outcome Informed? Dr. Scott Miller has excellent materials that would connect with your current approach. Concluding a group with a question as simple as “what can your counselor do to better meet your treatment needs?” has been seen to be very helpful in building a therapeutic alliance.