

SWK 409
TREATMENT GROUP MODELS AND DYNAMICS
(Ragg, 2010, Garvin 2011-2013)

	GROUP PSYCHOTHERAPY	STRUCTURED GROUP APPROACH	MAINSTREAM MODEL
THEORY BASE	<ul style="list-style-type: none"> based on psychoanalytic theories of personality group is used to create change in the individual personality 	<ul style="list-style-type: none"> based on social learning and behaviorist theories some based on social exchange theories 	<ul style="list-style-type: none"> based on field theory and systems theory with a strong influence of empowerment theory good fit with feminist paradigms
CRITICAL GROUP PROCESSES	<ul style="list-style-type: none"> uses anxiety to create transferences in clients heavy use of interpretation and use of transference reactions tries to recreate the primary group (family) dynamics in members so dysfunctional behaviors and attitudes can be brought out and reworked in the group 	<ul style="list-style-type: none"> active participation in group activities often a pattern of an activity or presentation followed by group discussion and application frequent use of homework or application of material outside of group 	<ul style="list-style-type: none"> group decision making and democratic processes are important where the group decides goals, activities, expectations etc. must develop mutual aid and involvement can explore member relationships or engage in activities based on expressed group needs
ASSUMPTIONS ABOUT CLIENTS	<ul style="list-style-type: none"> clients are seen as deficient in their personality structures it is assumed that the personality deficiencies are expressed in the interpersonal relationships these processes occur outside of conscious control of the client and tend to control them 	<ul style="list-style-type: none"> clients are seen as lacking in some area the program is designed to help correct the identified deficiency in client skill, attitude or behavior many programs take a re-learning type of approach to help the client learn skills etc. that they missed in their development 	<ul style="list-style-type: none"> clients are seen as competent and complete it is assumed that they basically know what they need but do not always know how to achieve their goals clients negotiate their needs with an environment that may affect goal achievement
ASSUMPTIONS ABOUT THE WORKER	<ul style="list-style-type: none"> the worker is able to see the dysfunction in the client and can interpret accurately and force the client to deal with their needs differently the worker knows what is needed and guides client into the new insights and conscious control the worker needs to create dependence or transference in the client so the dysfunctions can emerge in the group 	<ul style="list-style-type: none"> the worker needs to conduct the program that has been developed to cure the problem the worker, as instructor or developer of the program, is expert in the skills that are needed by the client workers are often considered interchangeable given the cure is inherently in the program 	<ul style="list-style-type: none"> the worker needs to help the clients meet their own goals through the group the worker clarifies group needs and helps them use their strengths to achieve goals the worker is facilitative but the expertise lies within the group membership the worker helps the strengths within the membership evolve

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DESIRED OUTCOMES	<ul style="list-style-type: none"> change the personality of the clients increase conscious awareness and control of needs, emotions and impulses 	<ul style="list-style-type: none"> development of focal skills or changes in focal attitudes acquisition of knowledge evidence that program concepts are learned 	<ul style="list-style-type: none"> combined action to achieve both the member's and the groups expressed goals (whether attitude, behavior or outcome based)
POWER DYNAMICS	<ul style="list-style-type: none"> the worker is always in control of the interactions and processes in the group the worker says things to increase discomfort and to bring out the anxieties in the clients the clients are as young children and have no say or sense of what is really going on 	<ul style="list-style-type: none"> the worker is the expert and brings knowledge to the group the client is somehow deficient and needs to learn the information that the worker brings to the group the clients need to do what the worker asks of them 	<ul style="list-style-type: none"> the clients are the experts in what they need to accomplish the worker needs to use their skills to help the clients better achieve the goals that they decide the worker is facilitative and assists the group membership through helping them mobilize themselves
WORKER ACTIVITIES	<ul style="list-style-type: none"> create anxiety through non responding to expressed needs interpret the anxieties of members deal with the here-and-now interactions and expressed needs of members push members to go deeper into their emotional needs 	<ul style="list-style-type: none"> highlight the deficits and need to change present information to the clients conduct learning exercises and activities assign tasks and homework to be completed by the clients evaluate progress and provide feedback 	<ul style="list-style-type: none"> help clients to identify their goals clarify problems and options identify potential outcomes and consequences of decisions bring in resources, activities etc. as the group desires motive the members to take action and to enact their decisions
EXPECTATION OF CLIENTS	<ul style="list-style-type: none"> clients should express themselves openly in the group and work with the therapist to explore their full range of needs clients should not see each other between group sessions because the worker is not present should follow worker's lead 	<ul style="list-style-type: none"> to attend the meetings and participate in the activities to do the homework as assigned to practice the focal skills or attitudes both within the group and in the rest of their lives report back on how the skills are being applied 	<ul style="list-style-type: none"> to actively participate in making decisions and clarifying problems for work to assume responsibility for enacting the decisions made by the group to help others in the group to achieve their goals
TYPES OF PROGRAMS	<ul style="list-style-type: none"> Group Psychotherapy Tavistock Groups Transactional Analysis Psychodrama 	<ul style="list-style-type: none"> Encounter Groups Assertiveness Training Parenting Groups Anger Control 	<ul style="list-style-type: none"> Treatment Groups Community Action Groups Consciousness Raising Groups Clubs Support Groups

(Papell & Rothman, 1980; Dies, 1994; Garland, Jones & Kolodny, 1973; Alissi, 1980; Glassman & Kates, 1990)