

The Art of Group Counseling: Engage, Get Creative

Effective Group Leading = The Art of Engagement
Effective Group Leading = The Art of Control
Effective Group Leading = The Art of Focusing

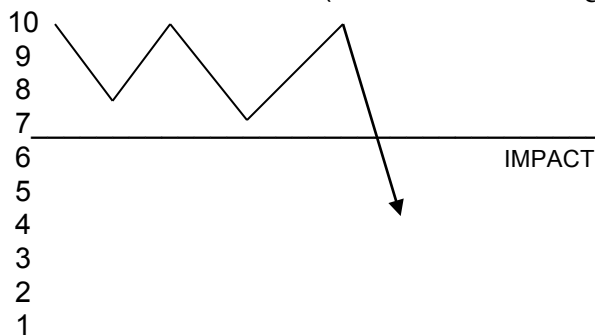
Four M's of Impact Therapy: Multi-sensory, Motivational, Marketing, Maps

1. PEOPLE DON'T MIND BEING LED WHEN THEY ARE LED WELL.
2. A GOOD GROUP LEADER IS CREATIVE, COURAGEOUS, AND MAKES SURE THE GROUP IS NOT BORING.

FACILITATOR-----|-----X-----LEADER
(emphasis on group process) (emphasis on personal issues)
(interpersonal) (intrapersonal)

The Key: What is the PURPOSE of the group?

THE DEPTH CHART (most sessions should go below 7)



In what stage of change/engagement are the members?

PRECONTEMPLATION
CONTEMPLATION
PREPARATION
ACTION

COMMON MISTAKES OF GROUP LEADERS

1. Not having clarity of purpose
2. Not paying enough attention to the formation of the group; that is, the member composition, size, the meeting time, the setting, etc.
3. Not planning the sessions
4. Not paying attention to the stage of the group
5. Allowing the warm-up phase to last too long
6. Running out of time and not adequately closing the session
7. Not having a dynamic opening to the first session—having too long or irrelevant introductions or starting with ground rules
8. Not establishing a positive, working tone for the group
9. Allowing the group to be boring, superficial, or irrelevant; not deepening the focus
10. Allowing the group to focus too long on one person
11. Not being willing to cut off members. Let one or two members dominate
12. Leader talks after each member's comment.
Leader/member/leader/member
13. Not involving other members when working with one member
(Conducting boring one-on-one counseling)
14. Not teaching the members a theory to use in understanding their problems
15. Not using a multi-sensory approach
16. Using too many exercises or exercises that take too long
17. Not processing exercises to meaningful levels

THERAPEUTIC FORCES

A group cannot be effective if these forces are rated low. It is the leader's responsibility to monitor the therapeutic forces of a group.

1. Clarity of purpose for both the leader and the members
2. Relevance of purpose for the members
3. Size of the group
4. Length of each session
5. Frequency of meetings
6. Adequacy of the setting
7. Time of day for both the leader and the members
8. The leader's attitude
9. Closed or open group
10. Voluntary or nonvoluntary membership
11. Members' level of commitment
12. Members' level of trust
13. Members' attitudes towards the leader
14. The leader's attitude toward the members
15. The leader's experience and readiness to deal with groups
16. Co-leadership harmony

Screening is essential for good groups and should never be considered finished. That is, it may be necessary to screen out members even after the group starts.

GROUP LEADERSHIP SKILLS

1. Being clear as to the purpose
2. Being clear about your role as leader
3. Generating and building interest and energy
4. Tuning into the group's energy
5. Varying the format
6. Using your eyes effectively
7. Setting the proper tone
8. Using your voice effectively
9. Being aware of the focus: a) on a topic b) on a person c) on an activity
10. Getting, holding, deepening and shifting the focus
11. Asking good questions
12. Knowing counseling theories
13. Knowing your allies in the group
14. Second guessing
15. Thinking of members as individuals – It is ok to meet privately with students
16. Dealing with multicultural issues
17. Drawing out
18. Cutting off—(hour glass/egg timer)
19. Using exercises effectively

KINDS OF EXERCISES

1. Written
2. Movement
3. Dyads and triads
4. Rounds
5. Creative props
6. Arts and crafts
7. Fantasy
8. Common reading
9. Feedback
10. Trust
11. Experiential
12. Moral dilemma
13. Group decision

ROUNDS

The value of rounds cannot be overstated. Of all the kinds of group exercises and activities, the round is the most useful and versatile.

USES/PURPOSES

- A. Get information quickly
- B. Get the members focused
- C. Get the members involved

KINDS

- A. Designated Word or Designated Number Round
 - 1. Here/Not here/Getting here
 - 2. Yes/No (something to work on)
 - 3. 1-10 rating (comfort level, like yourself, marriage, job)
- B. Word or Phrase Round
 - 1. On a topic or issue (the week, your life, marriage)
 - 2. Reaction to an exercise, someone's personal work, etc.
- C. Comment Round
 - 1. What has stood out to you?
 - 2. How has the week been?

THINGS TO THINK ABOUT

- A. Where to begin and end
- B. Not completing the entire round
- C. Passing on the hesitant member
- D. Processing or using the round

*With young children — consider allowing them to write their comments

CREATIVE GROUP EXERCISES

Props

Shield	\$10 bill
Filter	Cards
Cups	Tape measure
Fuse	Rubber bands
Blocks	Plate
Coke Bottle	Rearview Mirror

Chairs

Small child's chair	Standing on the chair
Empty chair	Sitting in the new "you" chair
Three egostates	Decision between two choices

Movement

Sculpt how you feel about the group	Feeling pulled
Value or continuum lines	Evaluation of progress
Feedback lines	Parent's Chat
AA Support	First Session Support Group
Home Spot	Personal Space

Ed Jacobs, PhD
ed.jacobs@mail.wvu.edu
www.impacttherapy.com

Eva Barnewitz, M.Sc.
info@impact-therapy.de
www.impact-therapy.de

Writing and Drawing

Sentence completions	Adjective checklist
Lists	REBT disputing
Egograms	Board of directors
Stroke economy	Home/School/Friends
Written feedback from members	Parenting Styles
4 Goals of Misbehavior	TA drawings

Fantasies

Animal you would like to be	Pick an object in the room
Hot air balloon	Common object
Movie-- director, cast, crowd reaction	Rosebush

Other Exercises

My wish for you	Affirmation exercise
Most comfortable/least comfortable	Rounds
Most like/most different	

PRODUCTS BY Ed Jacobs and Chris Schimmel:

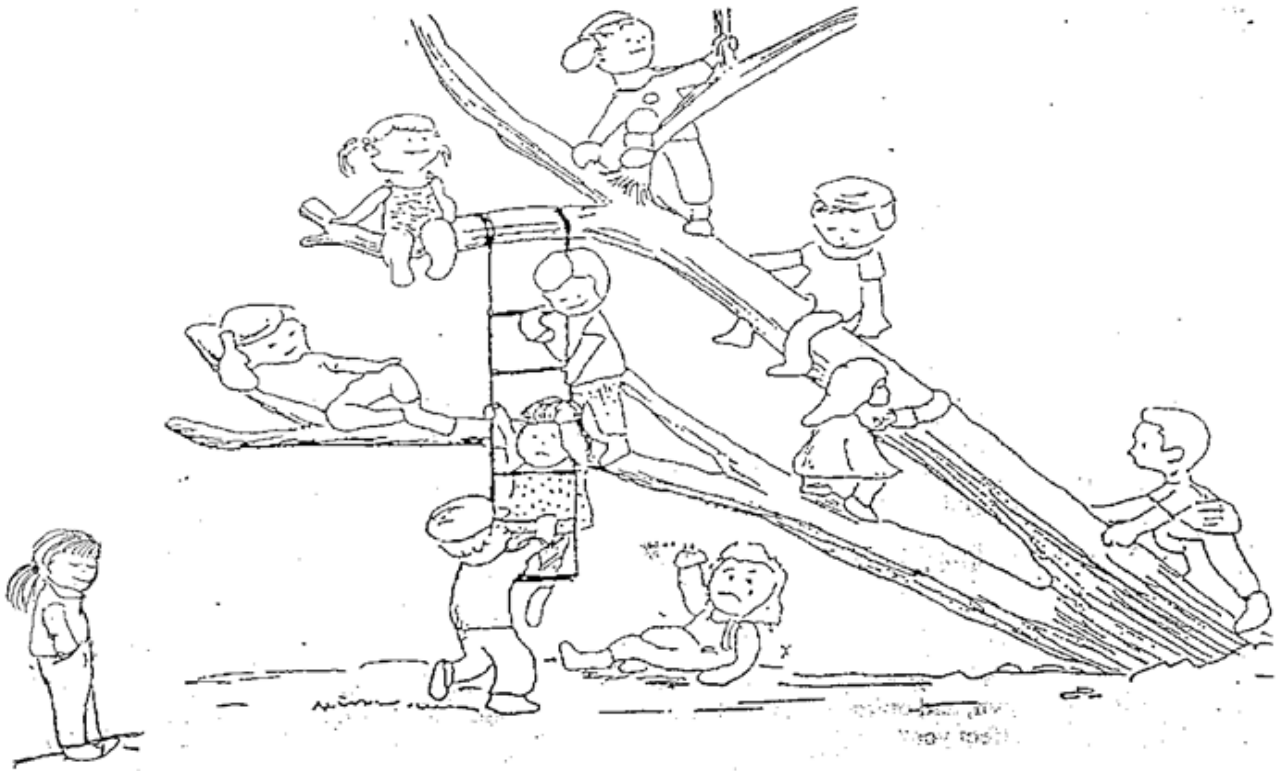
Impact Therapy: The Courage to Counsel

Group Counseling: Strategies and Skills 8th edition

How to Select and Apply Change Strategies in Groups

DVD-*Impact Therapy: Group Counseling*

DVD-*Impact Therapy: Theories into Practice*



Ed Jacobs, PhD
ed.jacobs@mail.wvu.edu
www.impacttherapy.com

Eva Barnewitz, M.Sc.
info@impact-therapy.de
www.impact-therapy.de

For further information and workshops both in German and English,
visit www.impact-therapy.de, or Eva Barnewitz, M.Sc.
or contact Ed Jacobs, Ph.D.

Ed www.impacttherapy.com or **Jacobs, Ph.D.** is professor in the Counseling, Counseling Psychology, and Rehabilitation Department at West Virginia University, where he has taught for more than 30 years. He currently is serving as the coordinator of the masters program in counseling at West Virginia University. He also is the founder and director of Impact Therapy Associates which offers private counseling and 25-30 presentations a year. Presentations are often 1-2 day workshops, 1-3 hour programs at national or state conferences, or keynote addresses to state conferences or large organizations. Dr. Jacobs was a national presenter for the American Counseling Association. Dr. Jacobs was selected as a Fellow in the Association for Specialists in Group Work and also received in 2003, the Professional Development award from that association.

Eva Barnewitz, M.Sc., is a Systemic Family Therapist (certified by DGSF), and Impact Therapy Associate. Being the only German speaking Impact Therapy Associate, she has conducted workshops in Impact Therapy and Creative Techniques in Counseling and Therapy since 2012 in Germany (DGVT, DGSF, . She has also worked as a trauma therapist for refugees for the UNVFVT (United Nations Voluntary Fund for Victims of Torture) and as a trainer for trauma therapy in regions of crisis such as Syria, Iraq, and the DR Congo (International Medical Corps, vivo international e.V.). In Germany, she is active as a supervisor, as a therapist, and as a trainer for Impact Therapy, Systemic Family Therapy, Applied Improvisation in Therapy, and Trauma Therapy.