



# Group Psychological Counseling and Practice

School of Humanities Pascualina DU

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# Asking Question: After-Class Discussion Questions from Last Time

- ▶ Roles and responsibilities of group leaders
- ▶ Why group leaders need to abide professional ethics
- ▶ What are the aspects of professional training for qualified group leaders?



# Contents to be Covered in this Class

- ▶ Rogers' stage of group development
- ▶ Garland, Jones & Kolodny's model of group development
- ▶ Corey's four stages of development
- ▶ F. Fan's Stages and characteristics of group counseling



# The Purpose of Understanding the Developmental Process of Group Counseling

- ▶ Can help new members of the group to understand the various phenomena in the development of the group, so as to adjust early to realize their personal potential(s).
- ▶ Can assist group leaders to master the group as quickly as possible in the various stages of group development.



# Rogers' Stage of Group Development

C. Rogers divides the group's development process into 14 stages based on his many years of experience and observation of leading groups:

## **Phase 1: Free Time**

Members move around freely to meet and get to know others.

## **Phase 2: Resist Making a Personal Expression & Exploration**

Members are often reluctant to express themselves. Even if there is a dialogue, it is



# Rogers' Stage of Group Development

## Phase 3: Narrating Past Experiences

In groups, members do not describe their current feelings, and usually only use past experiences as a topic of discussion.

## Phase 4: Expressing Negative Emotions

Members begin to talk about their own negative emotions in the group because of individual anxiety.

## Phase 5: Expressing and Exploring Personal Data

When members finish talking about their negativity without being denied, members begin to feel trusting and therefore begin to mention personal matters.



# Rogers' Stage of Group Development

## Phase 6: Express Immediate Feelings About Getting Along with Other Members

Members begin to express feelings and attitudes toward others, including both positive and negative.

## Phase 7: The Group Develops the Ability to Heal

Members care for each other and understand each other. Everyone tries to help others in their own way.

## Phase 8: Achieving Personal Self-acceptance and Beginning to Change

Due to everyone's trust and mutual assistance, members begin to let go of their personal defenses and begin to accept and change themselves more.





# Rogers' Stage of Group Development

## **Phase 9: Breaking the Camouflage**

Members begin to enjoy a deep relationship full of caring, honesty and openness.

## **Phase 10: Providing and Receiving Feedback**

When the need arises, members assist others in clarifying and resolving conflicts.

## **Phase 11: Face-to-Face Questioning**

When problems arise, members confront others and actively face and solve problems.





# Rogers' Stage of Group Development

## Phase 12: Extend Help Beyond the Group

Outside the group, there is also interaction and support among members.

## Phase 13: Develop Basic Authentic Relationships

Members can specifically feel the intimacy and high level of empathy between everyone.

## Phase 14: Make Behavioral Changes Inside and Outside the Group

The members gradually changed, becoming very considerate, empathetic, accepting, warm, sincere, and authentic.



# Garland, Jones & Kolodny's Model of Group Development

## Phase 1: Early Stage of Formation

Members start to make contact, get to know each other, but keep their distance to protect themselves.

## Phase 2: Power and Control Period

During this period, members began to compete for status within the group. Some members will ask to leave the group because they cannot gain power.

## Phase 3: Intimacy

While members continue to be in a state of tension over compliance and disobedience to group norms, they begin to understand and rely on each other.



# Garland, Jones & Kolodny's Model of Group Development

## Phase 4: Resolution Period

Members can express their opinions freely without fear of offending others. They often support each other, and the communication between members has reached the most harmonious point.

## Phase 5: Separation Period

Most of the group's goals have been achieved. Usually members reminisce about everything the group has done in the past. Leaders should organize an evaluation summary to prepare the end of the group.



# Corey's Four Stages of Development

## Phase 1: Early Group Stage

Members' feelings: fear and worry

Leader's functions: Demonstrate; help set goals; establish norms; help members express emotions; clarify division of responsibilities

## Phase 2: Transition Stage

Members' feelings: There will be many contradictions and conflicts within the members.

Leader's functions: Modeling; proactive intervention; encouraging members to recognize and express anxiety; creating a supportive atmosphere



# Corey's Four Stages of Development

## Phase 3: Working Stage

Members' feelings: Strong cohesion, smooth communication, free and frank, active interaction

Leader's functions: Assist members to learn and practice new behaviors through demonstration, confrontation, explanation, encouragement, and discussion

## Phase 4: Ending Stage

Members' feelings: Separation and sadness, worry about whether they can apply what they have learned into real life

Leader's functions: deal with emotions, organize experiences, give and receive feedback, evaluate

## F. Fan's Stages and Characteristics of Group Counseling

Development Stages	Group Features	Leader's Tasks
1. Founding Stage	polite, courteous, probing	Get to know each other; build good relationships; set group norms; and build mutual trust
2. Transition Stage	inner conflict, dissatisfaction, attack, resistance	Encourage sharing of inner feelings; encourage feedback to others; build group cohesion; learn to accept yourself and others
3. Norming Stage	closeness, intimacy, mutual acceptance, cohesion	Self-assessment; recognizing personal behavioral sovereignty; experiencing and building a sense of responsibility

## F. Fan's Stages and Characteristics of Group Counseling

Development Stages	Group Features	Leader's Tasks
4. Working Stage	autonomous, active, with therapeutic function, fully interactive	Respect each other; be willing to share; solve problems; use group resources; try new behaviors
5. Closing Stage	reluctance to part, worried about lack of support	Support; affirm growth; consolidate changes; deal with parting emotions; follow up





# Group Activity

- ▶ Choose one of the above mentioned models of group development. Work as a group, performing the characteristics of each stage of group development.





## Questions for After-Class Discussion

- ▶ Briefly describe the stages and characteristics of the four models of group development.
- ▶ Compare models of group development and identify similarities and differences between each model.
- ▶ Based on your understanding, talk about which group development model you like most.



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# Contents to be Covered in this Class

Basic techniques commonly used in group counseling:

- ▶ Response skills
- ▶ **Interaction skills**





# Response Skills

- ▶ Listening
- ▶ Restatement
- ▶ Reflection
- ▶ Clarifying
- ▶ Responding to questions
- ▶ Summarizing



Note: These group counseling techniques are similar to those in individual counseling.





# Interaction Skills

## 1. Building rapport

- ▶ Foundation of interaction skills
- ▶ Group leaders must have unconditional positive regards, genuineness, empathy, respect and other basic attitudes.

## 2. Interpreting

- ▶ Help members understand themselves and guide members to change their behavior.
- ▶ Use clear, precise and concise language.
- ▶ Example: Leader: "Today's session went on for more than 20 minutes. Everyone seemed to have a lively conversation, but the content was people and things to do with the group. Everyone didn't talk about their own affairs. Is this related to the level of trust we have in each other? Does it matter?"





# Interaction Skills

## 3. Linking

- ▶ The group leader links similarities of ideas, behaviors, or emotions expressed among members.
- ▶ To improve team effectiveness and cohesion
- ▶ Example: Member A: "I am very careful and serious in finding a partner. After all, it is a major event in life, and I need to think carefully." Member B: "If I meet someone who is full of sweet words but acts extremely irresponsibly, I will not I've been with him." Leader: "The two of you seem to have something in common with regard to making friends. Both of you are serious about your character. Can you tell us more about your considerations and your own thoughts?"



## Interaction Skills

### 4. Activating

- ▶ Take action to engage group members
- ▶ Examples: Warming up, icebreaking, or introducing important information to the group

### 5. Stopping

- ▶ Measures taken to prevent inappropriate behavior(s) of the group or part of its members.
- ▶ Examples: Attack non-attended members, discuss a member's gossip, etc. When these problems arise, leaders need to stop them with a firm but gentle tone.



# Interaction Skills

## 6. Protecting

- ▶ To ensure that group members are free from unnecessary psychological risk-taking in the group, or unnecessary physical and mental harm
- ▶ Example: A member was very frustrated because of her failure to apply for a job, and other members kept asking her questions, which made her look embarrassed and showed obvious impatience. Leader: "Everyone seems to care about her very much, but now she doesn't seem to be in a good mood. I wonder if anyone would like to share their similar experiences first for your reference?"



# Interaction Skills

## 7. Supporting

- ▶ Acknowledging the strengths of members and praising their progress
- ▶ Enhance member confidence and improve group cohesion.
- ▶ Example: Leader: "Mary just told her growing up experience when she was a child. I was very moved. I am grateful for Mary's trust in the group and everyone. Seeing that everyone listened so carefully, I gave her feedback, and trusted each other, we can grow more."



# Interaction Skills

## 8. Feedback

- ▶ Based on the behavioral process and understanding of the members
- ▶ This can help members use this information to change their behavior(s).
- ▶ Example: Leader: "Tom, listening to you talking about your unusual experience in reading, I see your perseverance and persistence, and I am very moved and admire you."



# Interaction Skills

## 9. Self disclosure

- ▶ Meaningfully and constructively share similar personal experiences, feelings and perceptions.
- ▶ Helps the leader build good relationships with members, promotes group atmosphere, enhances the effect of members' exemplary learning, and stimulates members' thinking.
- ▶ Example: Leader: "Three people in the group talked about their life and experiences in the childhood, causing tension and misunderstanding in the relationship with their parents today. I had the same experience, but I now understand that my parents really care about me, but they don't express. If I take the same approach, the situation will improve a lot."



# Interaction Skills

## A guide to self disclosure:

- ▶ Extensive, intimate, sharing of topics outside the group by the counselor is inappropriate, while acknowledgment as a normal response is acceptable.
- ▶ Counselors can use their own feelings as an indicator of what is happening in therapy.
- ▶ Being honest about how the counselor feels can be very effective.
- ▶ It is very useful for the counselor to verbalize the dilemma.
- ▶ It is helpful for the counselor to be open to treatment concepts.





# Interaction Skills

## 10. Compromising

- ▶ In an objective and impartial position, members of the group are invited to express different opinions to ensure that all opinions have a fair chance of being heard.
- ▶ Example: Leader: "It seems that there are two views on this matter in the group. We have just heard the opinions against the centralized lighting of the student dormitory at night, and the other people who are in favor of the centralized lighting of the dormitory. Can you share your thoughts?"



# Interaction Skills

## 11. Focusing

- ▶ Establish, maintain or shift focus
- ▶ Determine what the focus of the group is at this time and understand the most appropriate focus here and now.
- ▶ Example: Leader: “When Jack talked about his personal interests just now, I found that everyone changed the topic and discussed their favorite singers and their works enthusiastically. Our theme is to discuss ourselves, and we need to pull the topic back. okay?”



# Interaction Skills

## 12. Guiding to speak

- ▶ Used when there are some shy or more silent members
- ▶ Make the person being guided feel that what they say is important, but don't force them.
- ▶ Example: Leader: "Alice, I noticed that you haven't spoken. I don't know if the topic I just talked about is also related to you. If so, please feel free to talk about what you want to talk."



# Interaction Skills

## 13. Using eye contact

- ▶ Outwardly looking at groups for information (e.g. who agrees, who seems to have something to say, etc.)
- ▶ Use eyes to encourage members to speak or intentionally look away to prevent members from speaking
- ▶ Example: Leader: "Nick, I noticed that when Toby was talking about him, you kept nodding. Do you have a similar experience? If so, would you like to share it with Toby?"



# Interaction Skills

## 14. Observing

- ▶ Observations of group processes (i.e. what is happening in the group at this moment, interaction patterns and procedures)
- ▶ Example: Leader: "I want to point out what I've observed, and it's important to everyone. I've noticed that when we talk about an activity in the group, most people seem to look at me. I wonder if you're going to assume that what the group does is my responsibility. The group belongs to all of us."



# Group Activity

- ▶ In small groups, choose one of the following topics to operate a group counseling session:
  - ✓ Anxiety
  - ✓ Depression
  - ✓ Communication
  - ✓ Interpersonal relationships
  - ✓ Body image
- ▶ Each group elects a leader to lead the mock group counseling session. The other students are group members.
- ▶ In the session, you need to use **at least five interaction techniques** learned today.





# Questions for After-Class Discussion

- ▶ Based on today's group activity, talk to other group members about how you feel about using interaction skills.
- ▶ Please correspond to the interaction skills and give examples from your own experience.
- ▶ Among the interaction skills you have learned today, which ones do you think are more important and why?
- ▶ What interaction skills do you think you need to improve in your future learning and practice?





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# Asking Question: After-Class Discussion Questions from Last Time

- ▶ Based on last class' group activity, talk to other group members about how you feel about using interaction skills.
- ▶ Please correspond to the interaction skills and give examples from your own experience.
- ▶ Among the interaction skills you have learned in last class, which ones do you think are more important and why?
- ▶ What interaction skills do you think you need to improve in your future learning and practice?



# Contents to be Covered in this Class

- ▶ The preparation stage in group counseling
- ▶ Techniques needed in the preparation stage
- ▶ The founding stage in group counseling
- ▶ Techniques needed in the founding stage



# The Preparation Stage in Group Counseling

- ▶ Preparation stage: This is the stage before formal group counseling begins. The leader's main tasks are to identify needs, identify potential members, identify sources of referrals, set group goals, introduce group work to people, select members, decide the size of a group and meeting frequency, and environment selection.



# Techniques Needed in the Preparation Stage

## 1. Identifying needs

- ▶ The group should be established after the counselor has completed some background checks, identified the problem, and assessed whether the issue can be effectively resolved through using group approach.



# Techniques Needed in the Preparation Stage

## 2. Identify potential groups and referral sources

- ▶ Potential groups: take students as an example
- ▶ Referral sources: may be from classroom teachers and homeroom teachers, graduate tutors, people from school management, parents, doctors in hospitals, student files and databases



# Techniques Needed in the Preparation Stage

## 3. Setting group goals

- ▶ **Overall Goal:** The goal of the group as a whole, and the root cause of the group
- ▶ **Specific Goals:** directly relate to each member of the group and their personal lives
- ▶ **Note.** Group leaders need to consider whether overall goals and specific individual goals are aligned; whether goals really fit the way the group works.





# Techniques Needed in the Preparation Stage

## 4. Introduce group work to people

- ▶ Methods: introduction and display, explanation, demonstration and follow-up experience, etc.
- ▶ Example: The introduction can be in the form of an introduction seminar introducing to potential members the nature, role, principles, ethics, differences, advantages, etc. of the group you want to set up



# Techniques Needed in the Preparation Stage

## 5. Members selection

### ▶ Group counseling member general selection criteria

1. Minimum level of interpersonal skills
2. Motivation to participate in the group
3. A positive expectation of benefiting from group
4. Currently feeling psychologically uncomfortable
5. Have interpersonal issues
6. Commitment to change interpersonal behavior
7. Susceptible to group influence
8. Willing to help others



# Techniques Needed in the Preparation Stage

- ▶ **Common characteristics of excluded patients:** brain damage, paranoia, depression, drug dependence, psychosis, antisocial, suicidal, extremely depressed, in critical condition.
- ▶ **Reasons:** These patients are often seen as deviated from the norm, unable to share goals with the group, and unable to participate in the interpersonal processes necessary for the group.



# Techniques Needed in the Preparation Stage

- ▶ Member selection training
- ✓ Formal training: placement model (practice + supervision); continuing education model (workshop, conference + supervision)
- ✓ Informal training: peer supervision via videotape, clinical notes, or on-site; expert supervision of incumbents; process recording for ongoing evaluation



# Techniques Needed in the Preparation Stage

- ▶ **Selection methods:** one-on-one meeting, in the form of writing
- ▶ Question design in selection:
  - ✓ Why do you want to join the group?
  - ✓ What do you expect from the group?
  - ✓ Do you have any issue that you would like help with in the group?
  - ✓ How do you think you can contribute to the group?
  - ✓ Please write a brief autobiography about important events and people in your life



# Techniques Needed in the Preparation Stage

## 6. Decide the size of a group and meeting frequency

- ▶ **Group size:** Adult groups are best to be less than 10 people. Psychodramas can have 20–30 people.
- ▶ **Frequency & duration of each meeting:** once a week; it is appropriate to be 1.5–2 hours each time.
- ▶ **Total number of meetings:** depends on team goals and the nature of the members

Example: In the case of a therapeutic group, 10–12 sessions are appropriate, but it depends on the situation



# Techniques Needed in the Preparation Stage

## 7. Environment selection

- ▶ The space needs to be small, but large enough that members do not feel crowded.
- ▶ Privacy needs to be ensured
- ▶ Fixed location





# The Founding Stage in Group Counseling

- ▶ This is a prerequisite for the group to continue.
- ▶ The most important psychological need of group members at this stage is to gain a sense of security.
- ▶ **Main tasks of the group leader:**
  - ✓ Get to know each other as soon as possible and enhance understanding between members
  - ✓ Intra-group grouping



# Techniques Needed in the Founding Stage

## 1. Skills of acquainting

- ▶ Definition: The methods and techniques used to make group members get acquainted and build trust in the group as soon, as easily and as effectively as possible.
- ▶ Depends on the group structure and the characteristics of the members.
- ▶ Mode of activity: verbal form, non-verbal form
- ▶ Example: self-introduction and mutual self-introduction, trust fall, calisthenics, etc.

Note: The "four pillars" principles of the first meeting are trust, respect, openness, friendly curiosity, and humanity.



# Techniques Needed in the Founding Stage

## 2. Skills of grouping

- ▶ In group counseling, it is often necessary to divide the group into groups of 6–8 people.
- ▶ Grouping method: random combination method of reporting numbers, random combination method of drawing lots, random combination method of birthday, etc., similar combination method, hierarchical random combination method, inner and outer circle combination method, activity random combination method, etc.



# Techniques Needed in the Founding Stage

## Hierarchical random combination method

- ▶ In the special design of some groups, it is expected that members with different characteristics can discuss together.
- ▶ Example: If you want each group to be composed of men and women, you can ask men to report the number first, and then ask women to report the number. Men and women with the same number are in the same group.



# Techniques Needed in the Founding Stage

## Inner and outer circle combination method

- ▶ Divide the group into two, half in the inner circle, half in the outer circle. Members in the inner circle discuss, members in the outer circle observe or listen, and exchange after ten minutes.
- ▶ Or one-to-one correspondence with people in the inner and outer circles to communicate.
- ▶ It is also possible to fix the inner circle and move the outer circle, so that members can communicate with more members in a short period of time.



# Group Activity – Two Truths and a Lie



- ▶ This is a skill of acquainting.
- ▶ Working in groups, each member writes three statements about themselves that they would like to share with the group. Two of these statements must be truths and one must be a lie.
- ▶ After complete writing, each member shares them within the group, and the other group members guess which one is true and which one is false.



## Questions for After-Class Discussion

- ▶ How does the size of the group affect discussions and activities?
- ▶ Please describe the best group counseling environment you have ever seen and the worst group counseling environment you have ever seen.
- ▶ Based on your experience, what skill(s) of acquainting have you used or experienced?
- ▶ From your experience, what grouping techniques have you used or experienced?





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# Contents to be Covered in this Class

- ▶ The transition stage in group counseling
- ▶ Techniques needed in the transition stage





# The Transition Stage in Group Counseling

- ▶ Psychological condition of members: The ambivalence is relatively common. On the one hand, members are worried that they will not be accepted by others and pursue safety in a defensive way. On the other hand, they want to take risk speaking out their own words.



# The Transition Stage in Group Counseling

## When will members use defense mechanisms?

1. Evaluation: When one's own words are criticized or judged
2. Control: in the forms of persuasion or command, etc.
3. Tricks: When the plan is not made public
4. Neutral: Neutral is easy to be seen as unconcerned or uninterested
5. Superiority: When others demonstrate a sense of superiority
6. Determined: to express in a certain form is equivalent to depriving others' right to express



# The Transition Stage in Group Counseling

- ▶ The most important training need: genuine acceptance and a sense of belongingness
  
- ▶ **Tasks of the group leader:**
  1. Provides encouragement
  2. Enable members to face and effectively resolve their conflicts and negative emotions.
  3. Prepare members to get the most out of the group



# Techniques Needed in the Transition Stage

## 1. Skills of encouraging group members to share

- ▶ The group leader can be the first to speak out about their personal responses to what is happening in the group.
- ▶ The group should encourage and support members when they show bold behavior(s).
- ▶ At the same time, try to meet the individual need(s) of members.





# Techniques Needed in the Transition Stage

## 2. Techniques for dealing with members' negative emotions

### a. General techniques

Can tell group members:

- ▶ Expressing strong feelings will not have the catastrophic consequences expected
- ▶ Emotional expression may promote identification, clarification, understanding, and reduce the tension of emotional experience.



# Techniques Needed in the Transition Stage

## **b. Deal with members' anxiety and fear and build trust**

- ▶ Appropriate demonstration and guidance
- ▶ Let members know that other people also have anxiety and fear.
- ▶ Try to use some relaxation techniques or breathing techniques



# Techniques Needed in the Transition Stage

## c. Deal with defense or resistance

- ▶ Take the lead in demonstrating your own feelings
- ▶ DO NOT blame members
- ▶ Directly guide members to behave appropriately, or directly but gently question members
- ▶ Example: Leader: "Karen, your analysis of this matter makes a lot of sense, but I would like to know more about how this matter relates to you?"



# Techniques Needed in the Transition Stage

## 3. Techniques for preparing members to get the most out of the group

Suggestions that can be given to members :

- ▶ Be aware of your feelings, take an active part in and express yourself.
- ▶ Listen and care about others, and give appropriate feedback if possible.
- ▶ Can express emotions (both positive and negative) reasonably, affirmatively, but not aggressively.



# Techniques Needed in the Transition Stage

- ▶ Frequently review whether the group's processes enhance your learning and whether the group's behavior contributes to the advancement of the group's goals.
- ▶ Every group member can have the function of leadership. Leading the group is not just the responsibility of the group leader.



# Techniques Needed in the Transition Stage

Members can be introduced to the following principles:

- ▶ There is sufficient clinical research evidence to support that group is helpful.
- ▶ Groups are particularly effective at dealing with interpersonal issues of members' plight, as well as issues of members' perceptions of themselves.
- ▶ Groups are not inferior treatments. They are as effective as individual treatments.
- ▶ You will not be forced to admit your flaws.



# Techniques Needed in the Transition Stage

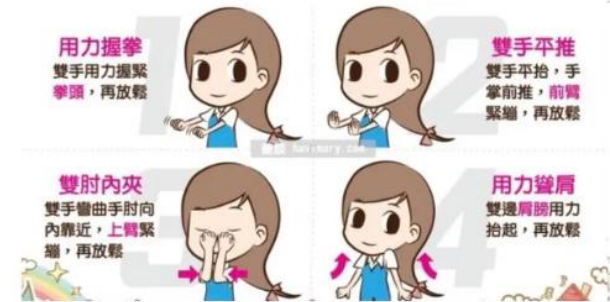
- ▶ Be as open and truthful as possible and make an effort to listen to others.
- ▶ The group is a “Life Laboratory”. Members can try new ways of coping, and they can take risks.
- ▶ What happens between members, and between members and leaders, can and should be talked about.
- ▶ The role of the group leader is not to provide ready-made answers to specific questions, but to help group members explore their situations and think about how they can deal with them.





# Large Group Activity – Experiencing Progressive Muscle Relaxation

- ▶ This is an evidence-based relaxation method that can help members effectively deal with anxiety, fear.
- ▶ Progressive muscle relaxation works through each muscle group in progression.
- ▶ Let's have a try!!!
- ▶ How did you feel physically after
- ▶ the experience?





# Large Group Activity – Experiencing Slow Breathing Technique

- ▶ This is also an evidence-based relaxation method. It can help members effectively cope with their anxiety and fear through breathing slowly.
- ▶ Let's have a try!!!
- ▶ How did you feel after the experience?
- ▶ How do you feel about the difference compared to progressive muscle relaxation?





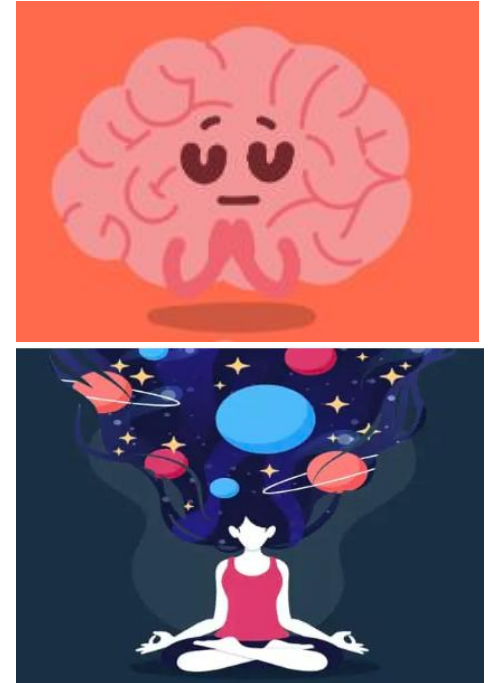
# Small Group Activity – Visualization

## Instructions:

- ▶ Choose a leader from your group and use the following principles to guide your group members to do visualization.
- ▶ Group leader can be rotated.

## Principles of visualization to be followed:

- ▶ Wear comfortable clothes. Sit in a quiet place and gently close your eyes.
- ▶ Scan your body. Notice and tension and in which muscles. Relax those muscles as much as you can.





# Small Group Activity – Visualization

3. Begin creating mental sense impression. Involve all your senses: sight, hearing, touch, smell and taste. For example, imagine a beach. See the colors of the water, the sky, the sand. See any people around, what are they wearing, what do they look like? Smell the ocean, and the clean, fresh air. Feel the warmth of the sun on your body, feel the gentle breeze against your skin, feel the sand under your toes. Hear the waves, the sounds of the birds, other people. Taste the salt in the air.
4. Use self statements to aid your relaxation. Use the present tense and avoid negatives. For example, avoid saying: “I am not tense” which contains a negative. Try instead: “I am letting go of tension”.



## Questions for After-Class Discussion

- ▶ How did you feel when you just started engaging in group activities in your freshman year?
- ▶ At that time, how did you manage your emotions?
- ▶ After more than two years of study, how will you help group members integrate into the group as soon as possible?
- ▶ When organizing group counseling, what suggestions would you give group members to help them get more out of the group? (It can be based on your own experience or combined with what you



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# Contents to be Covered in this Class

- ▶ The norming stage in group counseling
- ▶ Techniques needed in the norming stage





# The Norming Stage in Group Counseling

- ▶ An important basis for the working stage
- ▶ Members find that individual behavioral initiative is in their own hands.
- ▶ **Tasks of the group leader:** strengthen the group contract, strengthen the awareness of mutual assistance and cooperation, assist members to recognize the initiative of individual behavior, experience and establish responsible behavior



# Techniques Needed in the Norming Stage

## 1. Techniques for establishing and strengthening group contracts or norms

### ▶ Stages:

- ✓ The establishment of a group contract should be at the founding stage.
- ✓ Strengthening group contracts can be done at the norming stage.



# Techniques Needed in the Norming Stage

- ▶ **The function and form of group contract**
  - ✓ **Function:** A group contract is an agreement between a group leader and members that gives them goals for their efforts and how they will work together
  - ✓ **Form:** can be written or spoken. It is generally more effective in written form, in black and white, clear at a glance, and can be reviewed frequently to remind leaders and members.



# Techniques Needed in the Norming Stage

- ▶ **Formulation and strengthening of group contracts**
- ✓ **Formulation:** In the founding stage, an open approach can be adopted. Members are invited to discuss group norms together, and demonstrations are continuously guided during the group process.
- ✓ **Strengthening:** In the norming stage, according to the problems encountered in the group process, supplement and update the established group contracts to keep pace with the times.



# Techniques Needed in the Norming Stage

- ▶ Contents of group contracts and norms
- ✓ Suggested requirements for members:
  1. Members do not take drugs or alcohol during the event, nor do they participate in groups under the influence of drugs.
  2. Members are required to be present at each event, as absences can affect the group.
  3. Members must not be sexually involved with other members during group activities.



# Techniques Needed in the Norming Stage

- ▶ **Contents of group contracts and norms**
- ✓ **Suggested requirements for members:**
  4. Members must not use violence in the group or verbally harm other members.
  5. Before joining a group, members must be informed about their rights and responsibilities, and what the group expects of them
  6. Members must keep confidential what other members of the group do and say.





# Techniques Needed in the Norming Stage

- ▶ **Contents of group contracts and norms**
- ✓ The general requirements for group leaders are:  
As a group leader, I agree to:
  1. Prepare for every group meeting;
  2. Every group meeting starts on time and ends on time;
  3. Provide activities, equipment, etc. required for each group gathering;



# Techniques Needed in the Norming Stage

- ▶ **Contents of group contracts and norms**
- ✓ The general requirements for group leaders are: As a group leader, I agree to:
  4. Discuss group gatherings with relevant colleagues and supervisors only.
  5. Assess by myself whether each meeting meets the purpose of the members and meets the needs of the members.
  6. Provide relevant resources to assist members in achieving their goals.



# Group Activity

- ▶ Each group elects a group leader. According to the characteristics of their own group, formulate a group contract with everyone. The contract should specify the requirements for the group members and the requirements for the group leader.
- ▶ Each group shares its own group contract.

## GROUP CONTRACT

1. We will hand in our contribution to the paper at least two days before the deadline to the weaver (usually Wednesday).
2. All members of the group can make comments when the weaver uploads a draft.
3. The weaver will try to lead the discussions.
4. The weaver has the final say in discussions.
5. We will all respect each other's opinions and viewpoints.
6. The weaver will organize the writing process, and give feedback to the other members.
7. We will decide from paper to paper what part the weaver will write, usually the introduction and conclusion.
8. We are allowed to, and should ask fellow Emeralds for help if something is unclear or difficult.
9. We will notify each other when we experience illness that might affect our contributions.



# Techniques Needed in the Norming Stage

## 2. Techniques to strengthen mutual aid and cooperation awareness

- ▶ Organize more group activities: such as workshops, seminars, sororities
- ▶ Using external influences: such as competition from other groups



# Techniques Needed in the Norming Stage

## 3. Techniques for experiencing and establishing responsible behavior(s)

- ▶ It can be established through sharing leadership behaviors with all members.
- ▶ When the group encounters a problem, organize group members to discuss with each other on solutions.



# Group Activity – Untie the Thousands of Knots

- ▶ Purpose: To strengthen the awareness of mutual assistance and cooperation
- ▶ 8 people per group
- ▶ **Operation**



1. Each group member joins hands to form a circle, and see who their left and right hands are.
2. After confirming, let go and walk freely in the circle.
3. I will say, “stop!”. All members freeze and their positions cannot move. Pull the left and right hands of previous people and cannot let them go.
4. By drilling, crossing, winding, etc., return to the initial "one circle" state.



## Questions for After-Class Discussion

- ▶ Tell us about your feelings about the "Untie the Thousand Knots" activity.
- ▶ Think about other group activities that can increase awareness of mutual help and cooperation.
- ▶ Have you had any previous experience building group contracts? If so, how is the content different from what was established this time?
- ▶ Based on the group contract developed by your group, where do you feel might need to be strengthened when strengthening the contract?





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# Asking Question: After-Class Discussion Questions from Last Time

- ▶ Tell us about your feelings about the "Untie the Thousand Knots" activity.  
Think about other group activities that can increase awareness of mutual help and cooperation.
- ▶ Have you had any previous experience building group contracts? If so, how is the content different from what was established this time?
- ▶ Based on the group contract developed by your group, where do you feel might need to be strengthened when strengthening the contract?



# Contents to be Covered in this Class

- ▶ The working stage in group counseling
- ▶ Techniques needed in the working stage





# The Working Stage in Group Counseling

- ▶ This stage is a critical period for group counseling.
- ▶ The most important needs of group members: use the group to solve their own problems.
- ▶ The main tasks of the group leader: assist group members to solve problems, and encourage members to explore personal attitudes, feelings, values and behaviors



# Techniques Needed in the Working Stage

## 1. Problem solving techniques

- ▶ Definition: Problem-solving techniques refer to the ability to correctly evaluate one's own abilities and changes in the environment, actively make choices and decisions that conform to one's life goals and values, reduce the psychological pressure caused by problems encountered in life, and effectively adapt to the body and mind in the society in order to achieve the purpose of life.



# Techniques Needed in the Working Stage

## 1. Problem solving techniques

▶ The general steps are:

1. Understand the existence of the problem and confirm that it is necessary to solve it.
2. Analyze the nature of the problem, directly face the goal of the problem, and begin to collect relevant information.
3. Analyze the data and list possible solutions to





# Techniques Needed in the Working Stage

## 1. Problem solving techniques

- ▶ The general steps are:
  4. Evaluate the feasibility and expected effect of each solution to the problem.
  5. Use observation or experimentation to try to solve a problem.
  6. Choose the most appropriate and feasible method to solve the problem.





# Activity

- ▶ Now work in groups and select a group leader.
- ▶ A group member raises an issue. The group leader and other members facilitate this member to solve his/her problem by using the above mentioned problem solving steps.





# Techniques Needed in the Working Stage

## 2. The technique of role-playing

- ▶ When to use: Members can use the role-play technique when members cannot articulate their communication or relationship distress with others, or when it is necessary to do communication skills drills or rehearsal behavior.



# Techniques Needed in the Working Stage

## 2. The technique of role-playing

- ▶ The procedure of operating a role-play:
  1. Communication before the event: Leaders explain the value of role-playing to members to stimulate enthusiasm for participation.
  2. Describe the situation: Describe the situation to be played and its characteristics.
  3. Voluntary choice of roles: Leaders encourage members to voluntarily take on various roles.



# Techniques Needed in the Working Stage

## 2. The technique of role-playing

▶ The procedure of operating a role-play:

4. Impromptu performance: On the premise that the situation is determined and the role is clear, the leader should assist the members to understand the characteristics of the roles they play, encourage them to perform according to their own understanding and in their own way, decide their lines and play them on the spot.

5. Help the audience to make informed observations: some plot characters are few. Other members of the audience analyzing the words and actions of the actors.



# Techniques Needed in the Working Stage

## 2. The technique of role-playing

- ▶ The procedure of operating a role-play:
  6. When the performance is over, discuss it together:  
When the performer feels that the performance cannot continue or the leader believes that the goal has been achieved, the performance can be stopped at any time. The leader asks each performer to express his or her own feelings, and provides opinions to each other, and finally to the audience.
  7. Reenactment: Allows the performer to reenact, perform in a different way to deepen the discussion of a role.



# Techniques Needed in the Working Stage

## 2. The technique of role-playing

▶ The procedure of operating a role-play:

8. Swap roles: If a member expresses strong negative feelings for a certain role, he can be persuaded to play the role to promote empathy and self-reflection.
9. Summary: The leader organizes the group members to discuss the experience and feelings of the whole event.





## Group Activity – The Journey of Trust

- ▶ Background and the aim: Usually we often say that helping others is a joy, and being helped is a blessing. Today we will experience and feel the process of helping and being helped by role-playing the blind walking activity.







# Group Activity – The Journey of Trust

## ▶ Procedure:

1. Please form a circle.
2. Report 1 and 2 alternately.
3. No. 1 takes a step forward and roles–play blind, No. 2 roles–play a walking stick.
4. If you role play as a blind, please cover your eyes, turn around three times, stop, and experience what it is like to be blind.
5. The person who roles play a walking stick picks up a blind man and help him/her walk the entire distance. However, speech is not allowed throughout the process, and all non–verbal communication (eg: supporting, stomping, touching the wall, etc.) is used.

6. Swap the roles



## Group Activity – The Journey of Trust

- ▶ In pairs, discuss the following
  - ✓ What are your inner feelings when you can't see with your eyes?
  - ✓ What does this situation remind you of in your life?
  - ✓ What are you satisfied with and what are you dissatisfied with your walking stick?
- ▶ Back to the large group, students in the small groups share what they discussed.



# Techniques Needed in the Working Stage

## 3. Techniques to encourage members to explore personal attitudes, feelings, values and behaviors

- ▶ Organize more group activities: such as "20 Who Am I", "Do I Know Myself?", "Little Zoo", etc.





# Questions for After-Class Discussion

Feel the "Do I Know Myself?" activity by writing down the answers to the following questions:

1. Gender
2. Age
3. 2-3 things you admire most about yourself
4. The 2-3 most important people in your life
5. The happiest childhood experiences you remember
6. One of the most satisfying experiences in your study or work
7. If a crisis came to you and your life was reduced to ten hours, what would you most like to do?
8. Now, 50 years later, when you look at this place from the sky, how do you feel... Who do you want to say to...
9. 200 years from now, what do you want others to think of you, remember you?

10. If you had a chance to give something to the world, what would you most like to give your...



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# Invite Students to Share Last Week's Assignment

Feel the "Do I Know Myself?" activity by writing down the answers to the following questions:

1. Gender
2. Age
3. 2–3 things you admire most about yourself
4. The 2–3 most important people in your life
5. The happiest childhood experiences you remember
6. One of the most satisfying experiences in your study or work
7. If a crisis came to you and your life was reduced to ten hours, what would you most like to do?
8. Now, 50 years later, when you look at this place from the sky, how do you feel... Who do you want to say to...
9. 200 years from now, what do you want others to think of you, remember you?
10. If "now" was a gift, what would you most like to give yourself?





# Contents to be Covered in this Class

- ▶ The closing stage in group counseling
- ▶ Techniques needed in the closing stage







# The Closing Stage in Group Counseling

- ▶ Members' tasks: summarize their own group experience; say goodbye to the group.
- ▶ **The main tasks of the leader:** enable members to face the fact of impending separation; assist members to organize what they have learned in the group; affirm growth; apply the learned intelligence to daily life.



# Techniques Needed in the Closing Stage

## 1. The technique that ends every meeting

- ▶ Allow at least ten minutes
- ▶ Methods: Invite members to summarize; leaders to summarize; arrange homework; advance notice to emphasize the time and content of the next meeting; arrange activities to end, etc.
- ▶ When inviting members to wrap up, can ask the following questions:
  - ✓ Can you briefly describe how you felt about the gathering?

What is the most important thing you experienced this meeting?



# Techniques Needed in the Closing Stage

## 2. The technique that gives advance notice to the end

- ▶ It is best to give a notice to the members before the end of the last or last but one session, so that members can prepare mentally in advance and deal with the problems they want to solve but have not been completed.
- ▶ You can also start by sorting through the results, and developing or revising an action plan.
- ▶ Discuss with group members the emotions of  
Step 1: Explore the meaning of loss.



# Techniques Needed in the Closing Stage

## 3. The closing technique

- ▶ The group leader can tell members directly.
- ▶ Or use some activities to trigger members to review what they have learned, give feedback to each other and look forward to the future.
- ▶ If it is a spontaneous group, can let the group decide the most appropriate way to end.

Note. It is helpful for each member to have a ritual goodbye with the other members at the last event. This helps to solidify this stage and on into clear words.



# Techniques Needed in the Closing Stage

## 4. Techniques that help members apply the intelligence they have learned to their everyday lives

- ▶ Help group members plan what they need to do after the group ends.
- ▶ Assist clients in developing and sharing their interim plans after the group.



# Techniques Needed in the Closing Stage

## 5. Techniques for evaluating group effectiveness

- ▶ Methods: follow-up meeting(s), questionnaires, interviews
- ▶ When evaluating group effectiveness, appropriate evaluations must be made based on group goals and individual growth dimensions of members.
- ▶ Regarding how to operate it, we will discuss later.



# Techniques Needed in the Closing Stage

## 6. The follow-up technique

- ▶ Definition: the follow-up technique refers to the methods and techniques used to track group members and understand the effect of counseling within a period of time after the group ends.
- ▶ Limitation: How to accurately understand the changing status of members is a very complex issue involving many influencing factors, which needs to be studied in depth by those engaged in counseling.





# Large Group Activity – Experience “Smile to the Future”

- ▶ Activity introduction: This activity can be used as an activity at the end of the group, to understand the progress and improvement of the members after the group process, discuss the results, and give feedback to each other.
- ▶ Purpose of this activity: We experience this activity this time, which can be used to understand the progress of each student after more than two years of university, and give feedback to each other.





# Large Group Activity – Experience “Smile to the Future”

## Process 1 :

- ▶ Everyone sits in a circle.
- ▶ Starting with a classmate, everyone discussed how he/she is different now from when he/she started the freshman year, and what aspects have changed after more than two years of study.
- ▶ Then ask the student to talk about his/her feelings.
- ▶ And so on, give feedback to each student.





# Large Group Activity – Experience “Smile to the Future”

## Process 2:

- ▶ At the end, each person will be given a piece of paper. Each person will write "Suggestions for xxx (own name)" on the top of the paper. Then pass it to each member to the right, and each person will write down his own suggestions to others. Or express in the form of painting.
- ▶ When the circle is complete, each member carefully reads the other's suggestions.



## Questions for After-Class Discussion

- ▶ Tell us how you feel about experiencing the "Smile to the Future" activity
- ▶ Briefly analyze the techniques applied to the different stages of group development.
- ▶ As a future group leader, which technique(s) in which stage(s) are you confident in?
- ▶ For which technique(s) in which stage(s) do you need to improve?



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# Asking Question: After-Class Discussion Questions from Last Time

- ▶ Tell us how you feel about experiencing the "Smile to the Future" activity
- ▶ Briefly analyze the techniques applied to the different stages of group development.
- ▶ As a future group leader, which technique(s) in which stage(s) are you confident in?
- ▶ For which technique(s) in which stage(s) do you still need to improve?





# Contents to be Covered in this Class

- ▶ Other techniques of group counseling – Group discussion techniques
- ▶ Other techniques of group counseling – Behavioral training techniques







# Group Discussion Techniques

## ▶ Functions of group discussion

1. Can encourage members to participate in group affairs and stimulate the motivation to participate.
2. Can spark interest in the group process
3. It can help members to clearly understand the differences between themselves and others, and learn to respect others.
4. It can help members not to be emotional, and to think rationally and make judgments from multiple perspectives.
5. Provide opportunities for self-expression and develop leadership skills through input from other group members.
6. Promote full communication among members, strengthen integration and cooperation, and enhance

## Forms of Group Discussion

Types of Discussion	Purpose of Usage	Methods of Implementation
Round table meeting	Promote a sense of equality	Group discussion of problems and solutions with the aim of making a good decision or sharing information
Forum	Speak in a short manner, presenting different points of view	The president introduces the speakers and topic materials. Each speaker speaks interactively, concluding with a brief summary of the topic.
Small group discussion	Lead a discussion on a topic	The president introduces participants and issues, and keeps the discussion flowing. There is frequent interaction, and members respond to the views on issues and agenda control.

## Forms of Group Discussion

Types of Discussion	Purpose of Usage	Methods of Implementation
Open discussion	Encourage the audience to participate in the discussion of the topic.	The president introduces the content and the speaker. Present a short narrative and engage with audience to encourage their participation.
Debate	Engaging audiences for counseling and obtaining participants' responses through the use of planned questions.	The president introduces the speakers and questioners, and controls the sequence and timing. Sometimes summaries and clarifications are made without the president's participation in the discussion.
Make a decision by all members	Debating a topic and then deciding on the appropriate way to use it.	The president adjusts discussions and debates in an attempt to get the most input from all parties and enables members to act.



# Group Discussion Techniques

## ▶ Group discussion techniques

### 1. Brainstorming technique



- ✓ Principles of use: do not criticize or criticize; encourage freedom and creativity; everyone participates; emphasize quantity; optimize integration



# Group Discussion Techniques

## ▶ Group discussion techniques

### 1. Brainstorming technique

- ✓ Steps:
  - a. Determine the subject
  - b. Explain the rules
  - c. Encourage to speak
  - d. Record suggestions made
  - e. Incorporate suggestions made
  - f. Co-determination of evaluation criteria
  - g. According to the evaluation criteria, jointly opinion



# Group Discussion Techniques

## ▶ Group discussion techniques

### 1. Brainstorming technique

#### ✓ Precautions

- a. The most appropriate number of participants is 6–12.
- b. The discussion topic should preferably be a single question and must be open-ended.
- c. The host should try to maintain a warm atmosphere.
- d. Avoid expert's involvement.
- e. Prepare a blackboard or poster paper to briefly

suggest and de.



# Group Discussion Techniques

## ▶ Group discussion techniques

### 2. Problem revealing method

- ✓ Definition: The problem-revealing method is that in the process of group discussion, the leader lists the problems to be discussed by the members as much as possible, and writes them on the blackboard, which is clear at a glance and facilitates discussion.





# Group Discussion Techniques

## ▶ Group discussion techniques

### 2. Problem revealing method

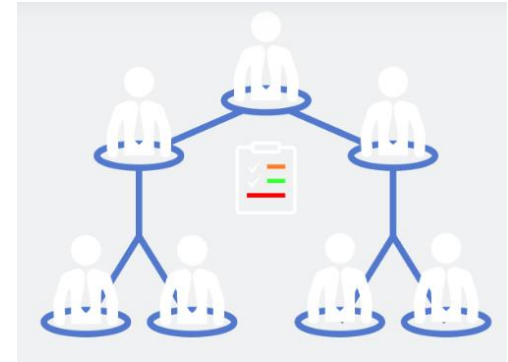
- ✓ Operating process: Leaders need to create a good group atmosphere, accept each member, encourage active participation, pay attention to accepting the opinions of each group member, and be able to clearly grasp the connotation of what members say. When necessary, members can be asked to clarify issues together to enhance interaction among members.



# Group Discussion Techniques

## ▶ Group discussion techniques

### 3. Work assignment method



- ✓ Before experts and scholars give speeches, firstly divide group members into groups, and assign clear tasks.
- ✓ For example: responsible for sorting out and recording various issues related to the speech content during the speech respectively. After the speech, each group will discuss and organize, and report the discussion results to all members.



# Group Discussion Techniques

## ▶ Group discussion techniques

### 4. Phillips 66 Discussion Method

- ✓ Basic principles: divide large groups into small groups for discussion and sharing.
- ✓ Purpose: to hear each other more clearly and to interact and perform work more effectively.
- ✓ Operation: Each group of six people, 1 minute per person (not absolutely only 1 minute).



# Behavioral Training Techniques

- ▶ Principles of behavioral training
  1. from easy to difficult
  2. provide an example
  3. reinforce in time





# Behavioral Training Techniques

## ▶ General steps of behavioral training

1. Scenario selection and description

2. Determine training goals

3. Group discussion

4. Modeling

5. Formal training

6. Comprehensive evaluation





# Behavioral Training Techniques

## ▶ Assertiveness training

When to use it: Do not dare to say "no" in interpersonal communication, dare not refuse, dare not insist on their own position.





# Behavioral Training Techniques

## ▶ Assertiveness training

### 1. Refuse assertively

- ✓ Definition: When you want to refuse, you can say "no" without feeling uncomfortable.
- ✓ Training method: In pairs, use some hypothetical situations or situations that the members have encountered themselves, and say "no" clearly to each other. Afterwards, can give feedback or rejection.





# Behavioral Training Techniques

## ▶ Assertiveness training

### 2. Request assertively

- ✓ Definition: Ask others for what you need or what is already yours. Say the request clearly and feel comfortable without infringing on the rights of others.
- ✓ Training method: Group members work in pairs. According to the situation provided by the members themselves or the situation provided by the leader, practice correspondingly with each other.



# Behavioral Training Techniques

## ▶ **Assertiveness training**

### 3. Express your feelings

- ✓ Definition: Expressing one's feelings, including both positive and negative. This can make people feel comfortable and can facilitate effective communication between people.
- ✓ Three steps: 1. Use “I” statement; 2. Describe your feelings; 3. Describe that your feeling makes you what wants to do
- ✓ Training method: Practice in pairs, then switch roles. Take a break, and finally discuss with the whole group.



## Group Activity – Experience “Brainstorming”

- ▶ Take the small group as a unit. Brainstorm on the topic "How to reduce the stress of life and study".
- ▶ 20-minute time limit
- ▶ When I announce “start”, each group sent one person to take notes, and the others to come up with ideas, listing all possible ways.
- ▶ When I say "stop," each group posted their ideas on the blackboard and choose a representative to explain the methods.



# Group Activity – Experience “Brainstorming”

- ▶ Finally, everyone chooses:
  - ✓ Which method is most practical
  - ✓ Which method is most humorous
  - ✓ Which group has the most ideas





## Questions for After-Class Discussion

- ▶ Talk about how you feel about the “Brainstorming” activity.
- ▶ By comparing the various formats and techniques commonly used in group discussions, which one do you prefer?
- ▶ In pairs, create some hypothetical situations or use situations you have encountered. Practice three assertiveness training exercises (e.g. rejecting insurance sales, asking friends to pay back money, expressing appreciation for friends, etc.)