

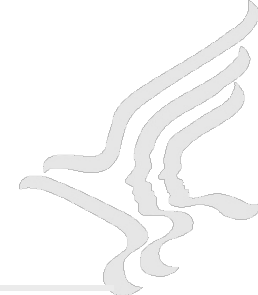
Module 2: Types of Groups Used in Substance Abuse Treatment

Based on material in Chapter 2 of
TIP 41, *Substance Abuse
Treatment: Group Therapy*



U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Treatment
<http://www.samhsa.gov>

Module 2 Goal and Objectives



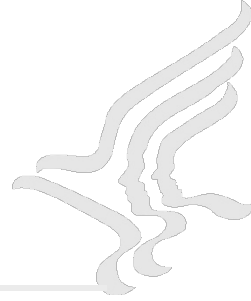
Goal:

Provide details about the group therapy models used in substance abuse treatment.

Objectives:

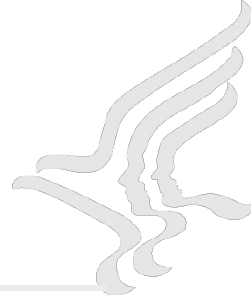
- Explain the stages of change.
- Describe the five group therapy models used in substance abuse treatment.
- Discuss the three specialized group therapy models used in substance abuse treatment.

Stages of Change



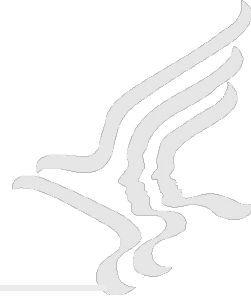
- Precontemplation
- Contemplation
- Preparation
- Action
- Maintenance
- Recurrence

5 Models of Group Therapy



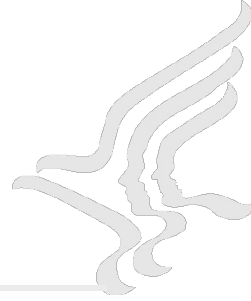
- Psychoeducational groups
- Skills development groups
- Cognitive–behavioral/problemsolving groups
- Support groups
- Interpersonal process groups

Variable Factors for Groups



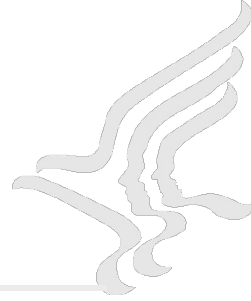
- Group or leader focus
- Specificity of the group agenda
- Heterogeneity or homogeneity of group members
- Open-ended or determinate duration of treatment
- Level of leader activity
- Training required for the group leader
- Duration of treatment and length of each session
- Arrangement of room

Psychoeducational Groups: Purpose



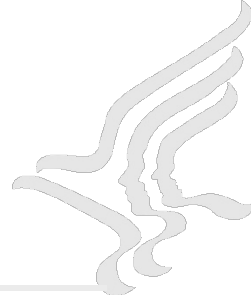
- Assist individuals in the precontemplative and contemplative stages of change.
- Help clients in early recovery learn about their disorder.
- Provide family members with an understanding of the behavior of person in recovery.
- Advise clients about other resources and skills that can help in recovery.

Psychoeducational Groups: Principal Characteristics



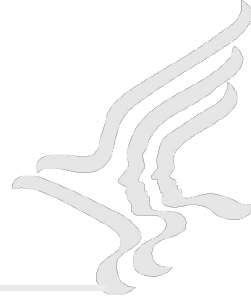
- Work to engage clients in the group discussion and prompt them to relate what they learn to their own substance abuse.
- Are highly structured and often follow a manual or curriculum.

Psychoeducational Groups: Leadership Skills and Styles



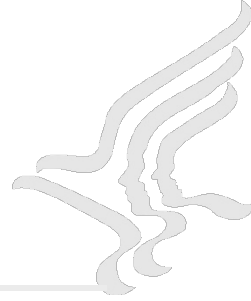
- Understand basic group processes.
- Understand interpersonal relationship dynamics.
- Have basic teaching skills.
- Have basic and some advanced counseling skills.

Psychoeducational Groups: Techniques



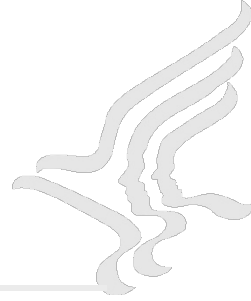
- Foster an environment that supports participation.
- Encourage participants to take responsibility for their learning.
- Use a variety of learning methods that require sensory experiences.
- Are mindful of cognitive impairments caused by substance use.

Skills Development Groups: Purpose



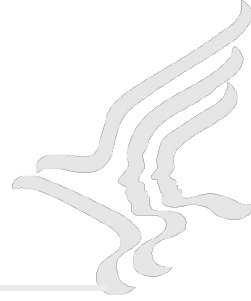
- Cultivate skills people need to achieve and maintain abstinence.
- Assume clients lack needed life skills.
- Allow clients to practice skills.
- May either directly relate to substance use or apply to broader areas relevant to recovery.

Skills Development Groups: Principal Characteristics



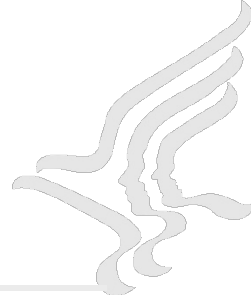
- Have a limited number of sessions and a limited number of participants.
- Strengthen behavioral and cognitive resources.
- Focus on developing an information base on which decisions can be made and actions taken.

Skills Development Groups: Leadership Skills and Styles



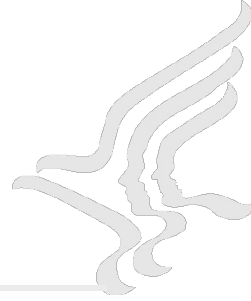
- Need basic group therapy knowledge and skills.
- Know and can demonstrate skills that clients are trying to develop.
- Are aware of the different ways people approach issues and problems.

Skills Development Groups: Techniques



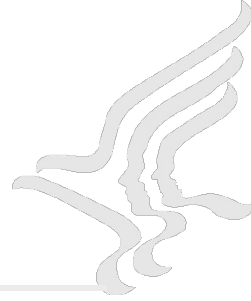
- Vary depending on the skills being taught.
- Are sensitive to clients' struggles.
- Hold positive expectations for change and do not shame individuals who seem overwhelmed.
- Depend on the nature of the group, topic, and approach of the group leader.

Cognitive–Behavioral Groups: Purpose



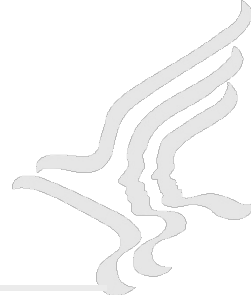
- Conceptualize dependence as a learned behavior that is subject to modifications through various interventions.
- Work to change learned behavior by changing thinking patterns, beliefs, and perceptions.
- Develop social networks that support abstinence so that the person with dependence becomes aware of behaviors that may lead to relapse and develops strategies to continue in recovery.
- Include psychological elements (e.g., thoughts, beliefs, decisions, opinions, and assumptions).

Cognitive–Behavioral Groups: Principal Characteristics



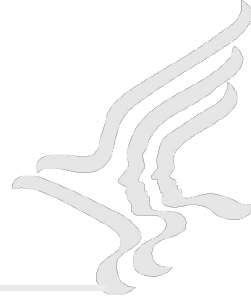
- Provide a structured environment within which members can examine the behaviors, thoughts, and beliefs that lead to maladaptive behavior.
- Sometimes follow a treatment manual that provides protocols for intervention techniques.
- Emphasize structure, goal orientation, and a focus on immediate problems.
- Use educational devices.
- Encompass a variety of approaches that focus on changing cognition and the behavior that flows from it.

Cognitive–Behavioral Groups: Leadership Skills and Styles



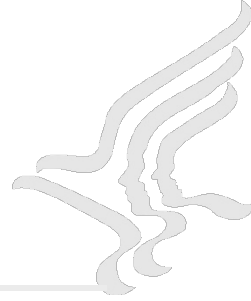
- Have a solid grounding in the theory of cognitive–behavioral therapy.
- Are actively engaged in the group and have a consistently directive orientation.
- Allow group members to use the power of the group to develop their own capabilities.
- Recognize, respect, and work with resistance instead of simply confronting it.

Cognitive–Behavioral Groups: Techniques



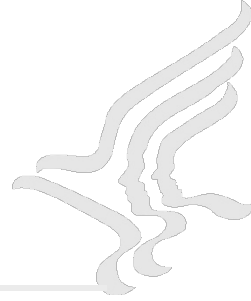
- Teach group members about self-destructive behavior and thinking that lead to maladaptive behavior.
- Focus on problemsolving and short- and long-term goal setting.
- Help clients monitor feelings and behavior, particularly those associated with substance use.

Support Groups: Purpose



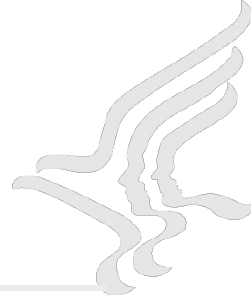
- Are useful for apprehensive clients who are looking for a safe environment.
- Bolster members' efforts to develop and strengthen their ability to manage thinking and emotions and to improve interpersonal skills as they recover from substance abuse.
- Address pragmatic concerns.
- Improve members' self-esteem and self-confidence.

Support Groups: Principal Characteristics



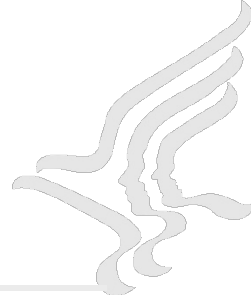
- Often are open ended, with a changing population of members.
- Encourage discussion about members' current situations and recent problems.
- Provide peer feedback and require members to be accountable to one another.

Support Groups: Leadership Skills and Style



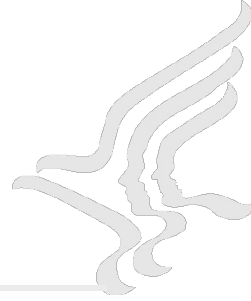
- Need solid grounding in how groups evolve and how people interact and change in groups.
- Have a theoretical framework that supports group development, members' goals and interactions, and the specific interventions.
- Build connections among members and emphasize what they have in common.
- Are usually less directive than for other groups.
- Provide positive reinforcement, model appropriate interactions, respect boundaries, and foster open communication.

Support Groups: Techniques



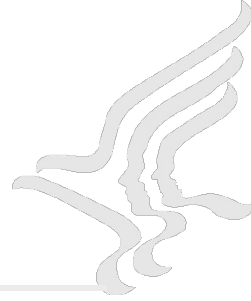
- Vary with group goals and members' needs.
- Facilitate discussion among members, maintain appropriate group boundaries, help the group work through obstacles and conflicts, and provide acceptance of and regard for members.
- Ensure that interpersonal struggles among group members do not hinder the development of the group or any members.

Interpersonal Process Groups: Purpose



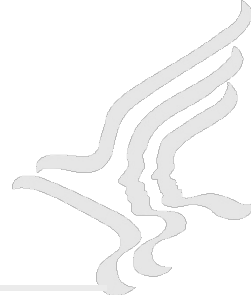
- Recognize that conflicting forces in the mind, some of which may be outside one's awareness, determine a person's behavior, whether healthful or unhealthful.
- Address developmental influences, starting in early childhood, and environmental influences, to which people are particularly vulnerable because of their genetic and other biological characteristics.

Interpersonal Process Groups: Principal Characteristics



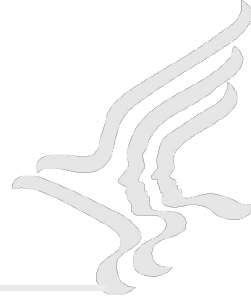
- Delve into major developmental issues, searching for patterns that contribute to addiction or interfere with recovery.
- Use psychodynamics, or the way people function psychologically, to promote change and healing.
- Rely on the here-and-now interactions of members.

Interpersonal Process Groups: Leadership Skills and Styles



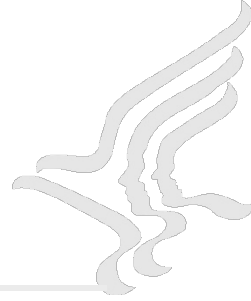
- Focus on the present, noticing signs of people re-creating their past in what is going on between and among members of the group.
- Monitor how group members relate to one another, how each member is functioning psychologically or emotionally, and how the group is functioning.

Interpersonal Process Groups: Techniques



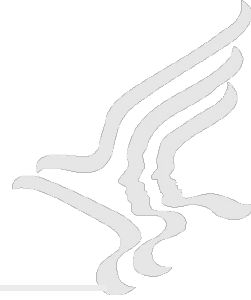
- Vary depending on the type of process group and the developmental stage of the group.
- Are based on the needs of group members and the needs of the group as a whole.
- Require a high degree of understanding about and insight into group dynamics and individual behavior.

3 Specialized Groups



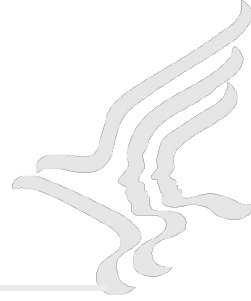
- Relapse prevention groups
- Communal and culturally specific groups
- Expressive groups (art therapy, dance, psychodrama)

Relapse Prevention Groups: Purpose and Characteristics



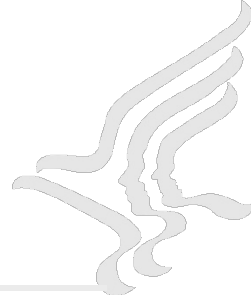
- Help clients maintain their recovery by providing them with skills to identify and manage high-risk situations.
- Upgrade the clients' abilities to manage risky situations and stabilize clients' lifestyles through changes in behavior.
- Focus on activities, problemsolving, and skills building.
- Increase clients' feelings of self-control.
- Explore the problems of daily life and recovery.

Relapse Prevention Groups: Leaders and Techniques



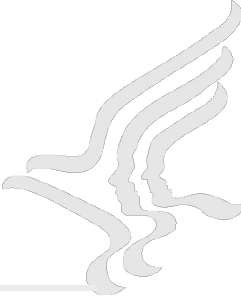
- Monitor client participation for risk of relapse, signs of stress, and need for a particular intervention.
- Know how to handle relapse and help the group work through such an event in a nonjudgmental, nonpunitive way.
- Understand the range of consequences clients face because of relapse.
- Draw on techniques used in cognitive—behavioral, psychoeducational, skills development, and process-oriented groups.

Communal and Culturally Specific Groups



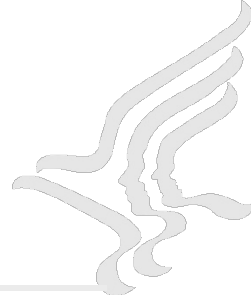
- Build personal relationships with clients before turning to treatment tasks.
- Can be integrated into a therapeutic group.
- Show respect for a culture and its healing practices.

Leaders



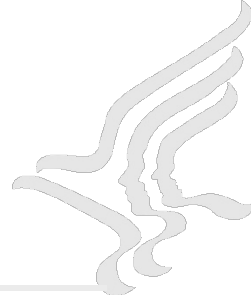
- Strive to be culturally competent, avoid stereotypes, and allow clients to self-identify.
- Are aware of cultural attitudes.

Expressive Groups



- Foster social interaction as group members engage in a creative activity.
- Help clients explore their substance abuse, its origins (e.g., trauma), the effect it has had on their lives, and new options for coping.
- Depend on the form of expression clients are asked to use.

Expressive Groups: Leaders



- Need to be trained in the specific modality being used (e.g., art therapy, drama therapy).
- Can recognize signs related to histories of trauma and can help clients find the resources they need to work through powerful emotions.
- Are sensitive to a client's ability and willingness to participate in the activity.