The Self in Relation:
Discovering the Individual in Relationship

TI 067 - Thematic

By

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This group is designed for individuals who are unhappy in their romantic relationships and repeatedly find themselves in relationships in which the same unhealthy patterns recur. These individuals usually describe themselves as feeling lost in the relationship, loosing sight of their individual personality as separate from their partner's. By participating in group exercises and discussion, members will gain an understanding of current relationship dynamics as they are affected by past relationships. Structured exercises are used to facilitate self-discovery through group discussion. Topics include: understanding physical and mental boundaries, defining the self, exploring family relationship dynamics, and understanding the presentation of the self in relationships. The final group session is devoted to integrating previous insights, facilitating a deeper understanding of roles and responsibility in relationships, and creating a foundation for continued individuation.

**Goals:** To help members individuate in relationships by building awareness of how past relationships shape current relationships.

**Target:** Undergraduate/graduate students who identify as having difficulty in romantic relationships; all ages; participants do not need to be involved in a romantic relationship to participate in this group

**Length:** Six 90-minute sessions (double-length sessions at the beginning and end); can be modified to eight sessions

**Size:** Eight to twelve

**Cost:** $x.xx Make checks payable to: The Clearing House (CMHC)

**Order Address:** The Clearinghouse, University of Texas, 303 WMB, Austin, TX 78713
INTRODUCTION

The Self in Relation: Discovering the Individual in Relationships

I. Theory and Purpose of the Group

This group is designed for individuals who repeatedly find themselves in unhealthy, romantic relationships in which the same relationship patterns recur. These individuals usually describe themselves as feeling lost in the relationship, losing sight of their individual personality as separate from their partner's. It is almost like they fall into these relationships and are unable to see or understand their responsibility in recreating familiar patterns.

The basic belief that drives this group is that ongoing family dynamics mold the developing personality of the child and provide a template which directs and shapes all future relationships. We believe that bringing some of these old, unconscious patterns into awareness will result in a greater understanding of themselves and how they contribute to their relationship dynamics. It is our belief that increasing awareness and accepting responsibility are the first steps to changing these patterns and becoming more individuated in relationships.

II. Treatment Population

As stated above, "The Self in Relation: Discovering the Individual in Relationships" theme group is designed for individuals who find themselves encountering the same patterns repeatedly in romantic relationships. They have difficulty understanding their relationship dynamics and often feel lost and confused; it is difficult for them to understand how they might contribute to creating and maintaining these patterns. This group is designed to uncover the early origins of these patterns and increase awareness of who they are in relationships as a function of patterns of relating learned in the family.
III. Screening Session

We recommend a 30 minute pre-screening session with each prospective member for several reasons. First, since some individuals will be self-referred it is important to verify their appropriateness for the group. An individual who has difficulty making the commitment to group, seems to have difficulty functioning successfully in school or work, who is suicidal or homicidal, or has difficulty making or keeping friends is not appropriate for this group. Second, screening gives leaders a chance to anticipate which parts of the group will be hardest for different members, and to plan for "group fit." Third, it gives members a chance to meet leaders, reduce their anxiety about the group, and ask questions about format. Finally, if group leaders have never worked together with a group it gives them a chance to see how they will "fit together" when co-leading the group. For optimal functioning, we recommend that the co-leaders be of each sex and that group members be divided equally between males and females.

IV. Description of the Group Procedures

This group consists of six weekly sessions (double 3-hour sessions for the first and last sessions; 90-minute sessions for sessions 2-5). Participants meet each week in a closed group of eight to twelve members and two group leaders. Building group cohesiveness and trust is an important goal during the first half of the group, as it will be necessary for members to be able to freely engage with each other in the less structured, discussion sections of the group.
SESSION I
(Double Session)

Part 1

Introduction to Group

I. Ground Rules

Purpose
To familiarize group members with the expectations of them as group participants.

Process

1. [Leaders introduce themselves to the group. Discuss logistics of the group (time, place, etc.)]

2. [Pass out form 1.1. State clearly and explain to group members the following:]
   * Confidentiality of and for the group.
   * Regular attendance and involvement; each session and exercise is essential to overall change effort; contact leader if session is missed.
   * Advance notice to group/leaders if will miss a session.
   * Participation of each member, giving and receiving feedback, sharing reactions and feelings, participating in activities, and trusting leaders to carefully guide the process of change.

II. Saying Hello

Purpose
To introduce group members and facilitate self-disclosure.

Instructions to Participants
We would like you to introduce yourselves to the group and tell us what brings you to this group.
III. Opposing Circle Exercise

Purpose
To begin building group cohesion, trust, self-disclosure, and create an environment of safety.

Instructions to Participants
We are going to divide the group into two circles, with half forming an inner circle and half forming an outer circle. Members of the inner circle will face outward, and members of the outer circle will face inward. Thus, you will face members of the opposing circle. Please form two opposing circles at this time. [PAUSE] We want the inner-circle members to be listeners and the outer-circle members to be disclosures. Look at the group members in front of you. If you are in the outer circle, disclose or share one thing, fact, or belief about yourself. Members of the inner circle are to listen carefully to make sure they understand what is being shared. Take 30 seconds now to share one thing about yourself. [PAUSE] Now, each member of the outer circle please move one person to the left and share again the information you gave the last person, plus a second disclosure. [Repeat instructions until all members of the outer circle return to their original positions. At each shift, members of the outer circle are to disclose all previously shared information plus one new item. When the outer circle has returned to the starting place, the inner circle members become the disclosures and the process is repeated.]

Process
At the end of this exercise, group members should feel begin to develop an awareness of and feel more comfortable with self-disclosure. Additionally, members should begin to understand how to interact in the group.

[Discuss group members' reactions to exercise and to the group.]
What is your reaction to sharing with the group?
What did you notice about yourself as you disclosed more information?
How did it feel to share information with people you don't know?
How did it feel to hear disclosures from others?
What are your reactions to the first day of this group?
Part 2

Introduction to the Self

This session is designed to introduce the concept of the self as a separate individual entity. To facilitate the discussion of the notion of physical and mental boundaries as they relate to the self.

I. Physical Boundaries Exercise

Purpose
To begin the discovery of the 'self' by way of understanding boundaries. We begin by introducing the concept of physical boundaries which we later relate to mental and emotional boundaries.

Instructions to Participants
[Ask two group members to stand facing each other at least 10 feet apart]
We are going to do an experiment about physical boundaries. These are not actual boundaries like walls, but the boundaries we all have that keep people at a certain safe distance from us. These boundaries are different for various people in your life and are affected by how you are feeling. For example, you may have a large boundary for people you don't like and a smaller boundary for people you do like. Also, your boundary might be larger when you are scared and smaller when you are feeling intimate.

Now, I would like A to approach B, until B says stop. B, I would like you to say 'stop' when you feel A has crossed your boundary, or feels too close. [PAUSE] Now, A, move a little closer.
[Do this several times with different group members. Have one group member be approached by more than one other group member. Keep track of the different boundary sizes.]
Process
At the end of this exercise, group members should understand the concept of boundaries. In addition, members should begin to develop awareness of their own physical and mental boundaries. Processing should include a discussion of how boundaries relate to the self.

What reactions do you have to this exercise?
Did people have different boundaries?
Why do different people have different boundaries?
Why do we adjust our boundaries for different people or different situations?
What purpose do boundaries serve?
Why is it important to have clear boundaries?
How does this relate to 'mental' boundaries?
What do mental boundaries protect?
How did it feel when you took the one last step forward and crossed the boundary?
II. Group Discussion: *The Self*

**Purpose**
Following a discussion of how boundaries serve to protect the self, the following discussion will help group members develop an understanding of the 'self' concept.

**Instruction to Participants**

We discussed how 'mental boundaries' serve to protect the 'self' or one's personality. Now, we would like to spend the rest of this session discussing the definition of the self. What it is, how it develops, etc. [Pass out Introduction Survey] Let's take a look back to the Introduction Survey you filled out. What sections of the survey seem relevant to the 'self'? Who would like to share with us their responses to this section?

[Discuss with group the concept of the 'self'. Be sure to cover: definition, development, protecting the 'self', and changing the 'self'.]

What defines the 'self'? Does it include any physical properties?
Is the 'self' the same as your personality? If not, how is it different?
Can others see your 'self' or is it something that you have to show others?
How do you protect the 'self'?
How does the 'self' develop? Is it biological or learned or both?
How do past relationships affect the 'self'?
How do current relationships affect the 'self'?
Can you change the 'self'? If so, how can it be changed?
How is the 'self' affected in relation to others?

At the end of this exercise, group members should have a strong working definition of the self. This will serve as a foundation for further understanding of the development of the self.

III. Group Discussion: *Reaction to Group*

**Process**
Discuss with the group reactions members have about the group, including feelings about the group, reactions about themselves in the group, etc.
SESSION II

The Formation of the Self*

This session is intended to help group members understand the development of their self through early family relationships. Exercise 1 will introduce members to thinking about past family relationships. Exercise 2 will begin the exploration of relationships with early caretakers. Exercise 3 will explore unmet childhood needs. Finally, exercise 4 will integrate the information and relate it to current relationships.

I. Warm-Up Exercise

Purpose
This exercise is designed to take the group members back to their past and to refresh their memories of caretakers and other influential people. This will serve as an introductory exercise.

Instructions to Participants
Today we will begin by asking everyone to get as comfortable as they can. [PAUSE] When you feel relaxed, close your eyes and imagine your childhood home, the earliest one you can remember. Imagine yourself as a young child. Try to see the rooms from the perspective of a child. [PAUSE] Now wander around the house in your mind and find the people who influenced you most as a child. Note their positive and negative traits. Tell them what you enjoyed about being with them. Tell them what you did not like about being with them. [PAUSE] Finally, tell them what you wanted from them but never got. Do not hesitate to share your angry, hurt, or sad feelings.

* This session is adapted from:
II. Childhood Wounds

Purpose
To record and begin remembering childhood wounds.

Instructions to Participants
[Hand out worksheet 2.1 to participants and place writing utensils in the middle of the room.] On the piece of paper you will see a circle with a line through it. In the top half of the circle, next to the letter "B," list all of the positive character traits of your mother, father, and any other people who influenced you strongly when you were young. Lump all of the positive traits of all these people together. List these traits as you recall them from childhood. Do not describe your caretakers as they are today. Describe them with simple adjectives or phrases like: "kind," "mean," etc. [PAUSE] In the bottom half of the circle, next to the letter "A," list the negative traits of these key people. Once again, lump all the traits together. [PAUSE] Circle the positive and negative traits that seem to affect you most. [PAUSE] In the blank space below your circle, next to the letter "C" complete this sentence: "What I wanted most as a child and did not get was...." [PAUSE] Now next to the capital letter "D" complete this sentence: As a child, I had these negative feelings over and over again...."

III. Childhood Frustrations

Purpose
To help group members remember and record major childhood frustrations and their reactions to them.

Instructions to Participants
[Pass out worksheet 2.2 to participants.] On the sheet of paper with the words "Frustrations" and "Responses," list the recurring frustrations you had as a child down the left side and the corresponding responses, or the ways you reacted to these situations, underneath "Response." You may have responded in more than one way. List your common responses.
IV. Integration and Exploration of Unfinished Business

Purpose
To organize the information from exercises I-III into a description of unfinished business, the hidden agenda group members bring to love relationships.

Instructions to Participants
[For this exercise, pass out worksheet 2.3.] Using this worksheet you will complete the sentences by filling in information from past exercises. Next to the first sentence [read the first sentence] write in the traits that you circled in A and B in exercise I. [PAUSE] For the second sentence [read], write down the traits that you circled in A. [PAUSE] For sentence three [read], write down what you put for item C. [PAUSE] For sentence four [read], write what you put for item D. [PAUSE] For sentence five [read], write what you put for item E in exercise II.

[Lead a discussion by asking participants to look over their worksheet to try and summarize what they have learned about their hidden agenda. You may ask them to look at the traits they put down next to A and B and reflect over how they compare to the traits they seek out in relationship partners.]

After these exercises, group members should have a well-elaborated working model of how past relationships can affect present relationships through the self.
SESSION III

How the Past Affects the Present

This session is designed to continue to understand how past relationships affect current relationships.

I. Human Knot

Purpose
To begin exploring interpersonal relationships within the group. Additionally, to build trust and reduce resistance in preparation for the next exercise.

Instructions to Participants
We are going to start off this session by having everyone get into a circle in the middle of the room. Make the circle as small as possible. Now, join hands with two different people who are not standing next to you. Your task is to untangle the knot we have created without letting go of anyone’s hand. There is no time limit so take as long as you need.

Process
After completing this exercise, group members will have a better understanding of the roles they play in relationships as manifested in the group.

[Discuss with the group reactions to the exercise. Be sure to include a discussion of roles people played in untangling the knot. Also discuss power issues.]

What is your reaction to this exercise?
Did anyone feel that their boundaries were crossed, either physical or mental?

If so, what was that like? How did you protect yourself?

What was your role in untangling the knot?
Who was in charge of untangling the knot? Why was A the leader?
Who was a follower in untangling the knot? Why were X followers?
Who was resistant in untangling the knot? Why was B resistant?

Was there a power struggle for control in untangling the knot? If so, what was that like?
II. Family Sculpture

Purpose
To continue developing the idea of how past family relationships affect present relationships.

Part 1:

Instructions to Participants
Now, we are going to do another exercise. We are going to use members in the group to create a family sculpture. Who would like to sculpt their family first? OK, pick members of the group to represent the people in your family. Now, arrange them in anyway you want to depict a sculpture of your family. You may arrange their physical position, their expressions, who they are next to, who they are looking at, who they are touching, etc. Tell us a little about the sculpture you have created.

Process
[While the sculpture is in place discuss the following questions. Following this, the sculpture may be excused.]
How does each person in the sculpture feel?
How do you (sculpture member) feel?
How do you feel in relation to each person in the sculpture?
What time in your life is the sculpture set in?
Part 2:
Instructions to Participants
Now, I would like you to explore why you chose each group member to play the part of a family member. Tell us what it is about the group member that caused you to choose him/her to play the role of a family member?

Process
What characteristics does A have that remind you of your father/mother, etc.
Is it a physical resemblance?
Is it a similar mannerism, way of speaking, way of walking or moving?
How is X different from your father/mother, etc.

After finishing these exercises, group members will have a concrete awareness of the ways in which past relationships affect their impressions of others.
SESSION IV

How the Past Affects the Present - Part 2

I. Human Knot Part 2

Purpose
To begin exploring interpersonal relationships within the group, by forcing people to assume certain roles. Additionally, to build trust and reduce resistance in preparation for the next exercise.

Instructions to Participants
[First, select two or three leaders. They are to help blindfold the rest of the group participants.] Blindfolded people get into a circle in the middle of the room. Make the circle as small as possible. Now, join hands with two different people who are not standing next to you. Leaders can help you find someone. Leaders, your task is to untangle the knot we have created by giving the people in the knot instructions. There is no time limit so take as long as you need.

Process
After completing this exercise, group members will have a better understanding of the roles they play in relationships as manifested in the group. Further, the exercise is intended to parallel the group process, group members blindly following the leaders' instructions.

[Discuss with the group reactions to the exercise. Be sure to include a discussion of roles people played in untangling the knot. Also discuss power issues.] What is your reaction to this exercise? Does anyone notice a similarity between the exercise and the process of this group as a whole? How did you feel in your role in untangling the knot?
II. Family Sculpture - continuation

**Purpose**
To continue developing the idea of how past family relationships affect present relationships.

Part 1:

**Instructions to Participants**
Now, we are going to continue to do family sculptures. Again, we are going to use members in the group to create a family sculpture. Who would like to sculpt their family first? OK, pick members of the group to represent the people in your family. Now, arrange them in anyway you want to depict a sculpture of your family. You may arrange their physical position, their expressions, who they are next to, who they are looking at, who they are touching, etc.

**Process**
[While the sculpture is in place discuss the following questions. Following this, the sculpture may be excused.]
How does each person in the sculpture feel?
How do you (sculpture member) feel?
How do you feel in relation to each person in the sculpture?
What time in your life is the sculpture set in?
Part 2:

Instructions to Participants

Now, I would like you to explore why you chose each group member to play the part of a family member. Tell us what it is about the group member that caused you to choose him/her to play the role of a family member?

Process

What characteristics does A have that remind you of your father/mother, etc.

Is it a physical resemblance?

Is it a similar mannerism, way of speaking, way of walking or moving?

How is X different from your father/mother, etc.

After finishing these exercises, group members will have a concrete awareness of the ways in which past relationships affect their impressions of others.
SESSION V

A Reciprocal Relationship:
 How Others View You and How You View Others

This session is designed to facilitate exploration of how group members express themselves to others and how the defenses they use both protect them and inhibit effective communication with others.

I. The Yarn Exercise
Purpose
To demonstrate that group members can affect and influence others behavior.

Instructions to Participants
We are going to start this session by having everyone sit in a circle facing each other. I am going to hand someone a ball of string. I would like that person to hold on to the end of the string and throw the ball to someone in the circle. The receiver of the string will then hold onto the string and throw the ball of string to someone new. This will continue until everyone has participated. The ball of string should then be returned to the person who started. [Give the ball of string to any member and allow them to do the first part of this exercise.] OK, now I want everyone to take turns pulling the string and to watch how others respond to being pulled.

Process
After this exercise, group members will have an increased awareness of how the self affects others and how other's behavior can influence the self.

[Lead a group discussion of the experience and include the following questions:]
What did you notice about who threw the string to who?
What did you notice about how different people were pulling the string?
How did that affect the other group members?
How did your pulling the string affect the group?
How were you affected by others pulling the string?
How does this exercise relate to relationships in your family?
II. Emotion Picture

Purpose
To become aware of how others view your 'self'. To become aware of how you view others in relation to how they see themselves.

Instructions to Participants

Part 1:

Today, we would like you to draw a picture of how you are feeling right now. You can do this in any way you want. You can draw something concrete or abstract using the markers, crayons, pencils, or pens on the floor. The only rule is that you may not include any words in your picture.

[After they have finished their pictures, ask them to exchange pictures so that no one keeps their own picture.]

Now, we would like you to interpret the picture you are holding with the group.

[While interpreting, ask the members to include the following points. You may want to post the questions on newsprint for the members to see.]
How is the person feeling?
What emotions do you see in the picture?
How are the emotions presented?
Did they use a lot of color? What do the colors mean to you?
Is the person representing all of their feelings or does one feeling predominate the picture?
Is the picture abstract or concrete?
Does the picture reveal a lot of emotion or just a little or no emotion?
Part 2:

[Now, ask the drawer to respond to the interpretation.]
Now that A and the group has provided you (B) with an interpretation of your picture, I would like you (B) to respond to the interpretation.
What emotions did you put into the picture?
How did you try to present the emotions?
Why did you present them the way you did?
Why these colors?
Why abstract or concrete?
How much emotion did you put into the picture?
Did you keep any emotions out of the picture? If so, why?
Was the interpretation correct? If not, why?
What did it feel like to have someone 'read' your emotions?
Did you (B) realize that A would see your picture this way?
What things influence how you present yourself?
What things influence how you see others?

[Facilitators should circulate and be sure the members are covering all of the points in the exercise.]

Process
[Discuss with the group reactions to the exercise.]
What is your reaction to this exercise?
Did anyone find that their partner viewed them differently than they thought others would view them?
Why would people interpret your feelings differently than you had intended?
Is one person more correct than the other?
Where is the communication being distorted? By the presenter or by the interpreter or by both?
How do people decide what to let others know how they are feeling?
III. Group Discussion: *Defenses and Relating to Others*

**Purpose**
To introduce how defenses and emotions complicate communication between people.

**Instructions to Participants**
Now, we would like to spend the rest of our time today discussing the process of how people present themselves. Also, we would like to discuss what factors influence how you view others. For example, if A is having a really bad day, A may be short with B, or even brush B off. Because of this, B may interpret A as being angry with him/her.

**Process**
What affects how we present our emotions to others?
How do we defend against letting others know how we are feeling?
Why would we try to keep some of our feelings to ourselves?
What would happen if we didn't defend some of our feelings?
What would happen if we defended too many of our feelings?
How does this affect how others view us?
What affects how we view others?
How do our emotions affect they way we interpret others' actions?
SESSION VI
(Double Session)

Integration of Information
and
Saying Good-bye

This session is designed to help individuals integrate what they have learned about themselves in relation to others. In addition, to help group members conceptualize how they want to change to be more comfortable with who they are in relationships. Last, this session will model healthy relationship terminations.

I. Analysis of Belief Systems

Purpose
To explore how each individual's belief system has changed about the self, others, and relating to others after completing group.

Instructions to Participants
[Discuss the following questions:] What have you learned about yourself? What have you learned about others? What have you learned about how you relate to others?

[Pass out Exit Survey and ask members to fill it out]

[Pass out the Introduction Survey.] Please take a minute to look at the responses you made before you started the group and compare those responses to the ones you made today. [PAUSE]

What was different?
How has your understanding of yourself changed in relation to your family of origin, current relationships, how you are in group?
II. Letting-Go and Becoming

Purpose
Helping group members to identify characteristics they want to change about themselves and to identify their strengths. More specifically, helping group members learn how to be separate individuals in relationships.

Instructions to Participants
[Pass out large sheets of paper and place drawing utensils in room for members to use.]
Please divide the paper in half. On both sides draw outlines of yourself. On the left side, draw your old self, on the right, draw your new self that you are working towards. You don't need much detail, but, label each side.

[Pass out worksheet 6.1]
Now, fill out this questionnaire for each member in the group.

[Collect forms and distribute them to the person they were filled out for.]
Now, take a minute to read over the comments you have received and write them down on the old or new self you drew.

Process
Who would like to share their old and new self with us?
How are they different?
Do you agree with others' characterizations?
Do you want to work towards this new self?
How will you let go of the old self?
What would affect the letting-go of the old self?
How might others help or hinder you in changing?
How will you get to your new self?
III. Saying Good-bye

Purpose
To allow the group members to say good-bye and to provide closure for the group.

Instructions to Participants
[Have paper and drawing utensils available for this exercise.]
Now, we would like to give you an opportunity to say good-bye to each other and to the group. You can do this in any way you want. Paper and drawing/writing utensils are available for your use, if you need them.

[Let group member shave time to prepare for saying good-bye. PAUSE Ask members to 'say good-bye'.]

Process
Saying good-bye.
The Self in Relation:
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Introductory Survey

Name: ___________________ Date: __ / __ / __

Please answer the following questions completely and honestly. Your responses will be kept confidential. Bring the completed form to the first group session.

1. How do you feel about being in this group? (Circle all that apply)
   - Afraid
   - Angry
   - Embarrassed
   - Excited
   - Happy
   - Hopeful
   - Indifferent
   - Interested
   - Sad
   - Worried

2. What do you hope to get from your experiences in the group?

3. How do you think you will be in group?

4. What would be hard to talk about in group?

5. What types of feedback would be hard to give to others in group?

6. What types of feedback would be hard to receive from others in group?
7. "I'd be better off if I were more:

8. "The most unappreciated parts of me are:

9. What emotions are hard for you to feel or express?

10. How much of yourself do you feel comfortable sharing with others?  
    [Make a mark along the line to indicate where you fall.]

   None  Little  Some  A Lot

11. Describe any important relationships in your life, past and present.

12. "In my family, it was OK to express these emotions:

13. "In my family, it was not OK to express these emotions:

14. "In my romantic relationships, I have had the most difficulty with:

Thank you!
C.  
"What I wanted most as a child and didn’t get was..."

D.  
"As a child I had these negative feelings over and over again..."
**Worksheet 2.2**

<table>
<thead>
<tr>
<th>Frustrations</th>
<th>Responses</th>
</tr>
</thead>
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Worksheet 2.3

1. "I have spent my life searching for a person with these character traits:"

2. "When I am with such a person, I am troubled by these traits:"

3. "And I wish that person would give me:"

4. "When my needs aren't met, I have these feelings:"

5. "And I often respond this way:"
Worksheet 6.1

Name of person: ____________________________

1. The characteristic I most admire about this person is: ____________________________

2. In the future, I see this person achieving this personal goal or working to overcome: ____________________________
The Self in Relation:
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Exit Survey

Name: ___________________________  Date: __/__/____

Please answer the following questions completely and honestly. Your responses will be kept confidential.

1. How do you feel about being in this group?  (Circle all that apply)
   Afraid    Angry    Embarrassed    Excited    Happy
   Hopeful    Indifferent    Interested    Sad    Worried

2. What did you get from your experiences in the group?

3. What were you like in this group?

4. What was hard to talk about in group?

5. What types of feedback were hard to give to others in group?

6. What types of feedback was hard to receive from others in group?
7. "I'd be better off if I were more:

8. "The most unappreciated parts of me are:

9. What emotions are hard for you to feel or express?

10. How much of yourself do you feel comfortable sharing with others?  
[Make a mark along the line to indicate where you fall.]

| None | Little | Some | A Lot |

11. Describe any important relationships in your life, past and present.

12. "In my family, it was OK to express these emotions:

13. "In my family, it was not OK to express these emotions:

14. "In my romantic relationships, I have had the most difficulty with:

Thank you!