Make Yourself at Home:
Settling in with Yourself and Others

TI 076 - Thematic

By

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Make Yourself at Home:
Settling In with Yourself and Others at UT

A Structured Theme Group

By

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INTRODUCTION

I. Theory and Purpose of Group

This group is designed to assist college students who are experiencing difficulties making a smooth and successful transition to college, and whose primary concern is with developing new relationships in the college setting. We see the transition to college as contributing additional stressors to the normal developmental process of separation and individuation. For many teens the move to college constitutes an abrupt change of context. Many of the external supports that have previously contributed to their stable sense of self are suddenly missing after the move to college. Being in this new environment can be both exhilarating and overwhelming. Within the new college setting the individual is challenged to draw more exclusively on his or her internal resources. The situational demands posed by this transition come at a time when many teens are still only developing and consolidating their identity and these internal resources.

Drawing on Erikson, we believe a successful resolution of this transition would be characterized by an internal experience of “being at home” in oneself. This metaphor, which has informed the name of the group, conveys the sense that one can rely on oneself and one’s own judgment in making decisions and developing new relationships. The words of one freshwoman, upon returning home after her first year of college, capture this experience, “But when I returned home, I realized that I did not know where my home was any longer. It was my parents’ home and the place where I had grown up, but coming into adulthood meant that my home was now portable (Griffin, 1997: 17).”

The “Make Yourself at Home” group outlined below aims to provide support and resources to help students address issues related to peer relations during this transition. We have focused this eight week structured theme group on developing new peer relationships because this is a primary concern, and presenting problem, of many college students making the transition to college.
The specific goals of this structured theme group are:
1) To normalize the experience of transition to college and the process of building a new social network.
2) To promote greater self awareness about one’s desires and needs in peer relations.
3) To practice new social skills useful in dealing with friends and roommates.
4) To identify personal obstacles, such as underlying beliefs, that impede progress in developing satisfying relationships in the college environment.
5) To provide experience using cognitive tools to help overcome these obstacles.

Although this 8 week group focuses on peer relationships, we believe it would be beneficial to offer additional sessions which focus on individuation from parents and family of origin. The family of origin sessions should follow the peer sessions and would require that the group be extended to a minimum of 12 to 15 weeks.

II. Treatment Population

The “Make Yourself at Home Group” is intended for students who are having difficulties making the transition to college and who are especially concerned with their peer relationships in this more independent environment. These difficulties may be manifested as loneliness, isolation, and problems forming new relationships at UT. International students may be appropriate for this group depending on their needs and level of acculturation. Individuals who are currently in severe crisis, those with severe levels of dysfunction, those with diagnosable personality disorders, those currently abusing drugs or alcohol, somatisizers, and sexual abuse survivors would not be appropriate for this group.

III. Pre-Group Factors

Marketing
The group can be advertised to the general student body for self-referral through flyers, posters, and ads in the university newspaper. It would be useful to contact Resident Advisors in freshman university dormitories as well as representatives of sororities and
fraternities to notify them about this group. In addition, information about the group should be shared with mental health professionals at the university mental health center, as well as with personnel at the university health center and other offices providing student assistance. Optimal timing for the start-up of this group would be the latter half of the fall semester. This should be taken into consideration in planning adequate lead time to market the group.

Screening
We recommend that the leaders conduct 20 to 30 minute pre-group interviews with each person who is interested in participating in the group. This interview session is essential for several reasons. First, it enables the leaders to assess whether the student is appropriate for the group. It is important that the leaders understand the individual's goals and motivation for this particular group, as well any factors which would make their participation problematic. At this point time should be spent clarifying the student's goals. Second, the interview provides the student with an opportunity to learn more about the group and meet the group leaders, and thus make a more informed decision about his/her participation. Finally, leaders can use this session to educate potential group members about the benefits and dynamics of participation in a structured theme group. This is very important when individuals have had no previous experience in group therapy. Group rules and recommendations are introduced at this time.

Pre-Group Handouts
In order to further prepare group members it can be helpful to send them additional information by mail in the week(s) between the screening and the initial group session. Our pre-group packet included a copy of an article written by a college freshman about her experiences dealing with the transition to college (see Griffin, 1997). This article is helpful in beginning the process of normalizing some of the experiences associated with the transition to college. The author's ultimate success in dealing with the transition can also instill a sense of hope. We also included a pamphlet produced by the university mental health center on the basics of group therapy, and a copy of rules and recommendations for our group (see Appendix A). Members should be encouraged to read these materials and be familiar with the group rules before the first meeting. In addition to preparing the participants for group, this pre-group mailing serves to keep the
members engaged and connected during the week(s) between their screening interview and the first group session.

Co-Leadership Issues
The “Make Yourself at Home” group is designed to be run by two co-leaders. The presence of two leaders is required in order to facilitate the intensive role play sessions and cognitive restructuring sessions in small groups. Moreover, modeling created by the co-leaders interactions with one and other is seen as an essential part of the change model of this group. Given the importance of co-leadership for both the pragmatics as well as process of this theme group, we recommend that leaders take sufficient time in the weeks prior to group to actively address issues of co-leadership. Reviewing a questionnaire which poses questions about co-leadership can be a useful way of starting this process (see Appendix B).

IV. Description of the Group

The “Make Yourself at Home Group” consists of eight weekly 2 hour sessions. The recommended size of the group is 8 to 10 members with two group leaders. This group can be run successfully with fewer participants, however if the group membership is larger than 10 additional co-leaders should be added. The first three sessions of the group are focused on building trust and cohesion within the group and on normalizing the feelings and experiences related to transition to college. During these early sessions the group members participate in exercises which help them more clearly identify their own preferences and interactive patterns in peer relationships. After this initial phase of trust building and exploration the group intervention shifts to more intensive and affective role play exercises which are meant to help participants experience and identify the unique personal obstacles which they encounter in developing new friendships. These role plays also provide the opportunity to try out new social skills within the group setting. The last two sessions of group prior to the final meeting are dedicated to introducing and practicing cognitive techniques to address beliefs associated with the obstacles identified in the previous sessions. Throughout all eight sessions group leaders encourage the transfer of group learning to life experience beyond the group, and maximize the use of
group process, especially interactions between group members and co-leaders, to develop group members' insights about what they bring to relationships.

V. Note to Leaders

This manual is meant to be used flexibly and in a way that is responsive to the dynamic and emerging goals of the group. It is presented as a guide and resource. For example, we have included "Instructions to Participants" in words that might be used with the group, but they are intended only as model to use and adapt. In addition, the timing and sequencing of exercises can also be changed depending upon the unique needs of a given group.
SESSION 1

I. Introductions (30 minutes)

Purpose
Introduce leaders and group members to each other. Begin building group cohesion, trust, and safety in self-disclosure among group members.

Instructions to Participants
We'll spend time this session getting acquainted, sharing what brings you to this group, and talking about the way we'll be looking at working on your concerns. First, we'll get acquainted with each other by pairing up, getting to know your partner a little, and then introducing your partner to the group. So, please pair up with the person next to you and introduce yourself to your partner. You'll have about 10 minutes to get acquainted with each other. Ask your partner three or four questions to get to know something about him or her. Use get-acquainted questions, such as what is your favorite leisure activity, how do you like to spend your vacations, where are you from, or what would you like to major in. Only ask questions that you would be comfortable answering yourself. Finally, ask your partner which things you can tell when you introduce him or her to the whole group.

Process
Leaders provide pairs with time check after about five minutes and remind them that the other partner should begin his or her turn. The leaders perform this exercise also, introducing each other first to model beginning efforts at self-disclosure. Then, group members introduce their partners to the rest of the group and tell the group something about their partner. Leaders ask group members what it was like to get acquainted with a stranger, be introduced by someone, and decide what to ask their partner.

II. Ground Rules (30 minutes)

Purpose
Normalize the group therapy experience. Familiarize members with group rules and
recommendations. Continue to build group cohesion, trust, and safety.

Instructions to Participants
People have all kinds of reactions to being in therapy groups. They can have both hopes about how it will help them and worries about being in a group with strangers. This exercise will give you a chance to share your hopes and fears. Using these 3 X 5 cards, write your hopes for this group on one side, and your fears or concerns about group therapy on the other side. After about five minutes, we'll pass around an envelop to collect the cards and read them aloud to the group.

Process
Processing the hopes first and the fears second, the leaders read the cards and solicit group members reactions, encouraging open discussion and support among group members. Leaders highlight, if necessary, the similarities in their hopes and fears.

Next, pass out the Group Rules and Recommendations forms (see Appendix A) to group members. Review these and discuss any questions or concerns raised by group members. Have members sign the forms as a symbol of their commitment to the group.

III. Members Concerns and Goals (40 minutes)

Purpose
Group members share problems and concerns that brought them to this group. Normalize transition to college experiences. Group members set therapy goals.

Instructions to Participants
Now, we're going to start focusing on the theme of this group—Make Yourself at Home: Settling in with Yourself and Others at UT. There are several things involved with settling in at any university setting. For example, there's adjusting to different, and often stricter, academic standards. There's also getting to know the environment, such as where to live, where to shop, where to play. And there's adapting to changing relationships with family and friends. This involves being away from friends and family back home while at the same time your making new friends here and, for some people, adjusting to living with
roommates.

Our group focuses on the relationship aspect of settling in at UT. Students commonly have concerns about these changes in relationships and we'd like to hear about the ones that are important to you. We'd also like you to share what you hope to accomplish by being in this group; that is, what you hope this group will help you do to manage your concerns. So, to help focus on your concerns that this group will address, we've got a sentence completion exercise (see Handout 1:1). The first part of this exercise focuses on your what's bothering you here in your life at UT and the second part focuses on your goals for this therapy group. After you've completed these sentences, mark which concern is the most important one for you. Also, mark which goal is the most important one for you. When you're done, we'll talk about your concerns and goals. You can talk about as few or as many of these as you would like. Let's take about 10 minutes to complete these sentences.

Process
Group members share their concerns. Leaders encourage participation of each member and an open discussion of common and/or different concerns. Highlight, if necessary, the commonality of problems, particularly in reference to normalizing the transition to college. Next, have group members share their goals. Again encourage participation of each member and an open discussion of common and/or different goals. Highlight, if necessary, the themes of goals. Collect the forms for later review by leaders for items not shared in group.

IV. Framework for Change (15 minutes)

Purpose
Introduce the Johari Window, discussing the change model via this metaphor. Provide group members a basis for hopefulness about meeting goals.

Mini-Lecture on Johari Window
Now, I'd like to talk about how we'll be looking at working on your concerns and meeting your goals. You all are going through a major life change—transitioning to college. One
of the most important parts of this transition is a change in your roles in relationships. You're adjusting from being an adolescent in your parent's home to an adult living more on your own. This is why we'll be focusing on how you can become more comfortable in your new adult role in relationships with others. So, it's important to look at your roles in relationships. One way to do this is through the Johari Window. We're going to illustrate the Johari window with these cards (see Handout 1:2).

The front of your Johari card represents the OPEN pane in the Johari Window. This is the part of you that you let others see. There are some things that most people are open about, for example, your name, where you were raised, what classes you like or don't like. (Solicit other examples from group members.)

If you open your card, the inside represents things about yourself that you keep SECRET from others. Some things about yourself you decide to show to some people and other things you choose to keep secret or private with those people. For example, students might tell very few people about a bad grade they got. Or you might not tell your parents about intimate details concerning a romantic relationship. (Solicit other examples from group members.)

So far, we've talked about the parts of yourself that you know about. Now, I'm going to talk about the parts of yourself that you don't know about. Actually, these are parts of yourself that are second-nature to you—routine ways of acting and thinking. I'd like everybody to hold your card up in front of you. Now, look at the back of everybody else's card. You see the BLIND pane. These are things that other people have noticed about you, but they're things that you aren't aware of. You've probably all noticed something about someone in your life that that person is not aware of. Let's look at some examples of blind spots. Someone may not know they he or she avoids eye contact when talking with people. But, whoever that person is talking to most probably notices this behavior. Or a person might not realize that he or she is always smiling when they talk, even when they talk about sad things. (Solicit other examples from group members.)

Then, if you completely open your card, you'll see the HIDDEN pane. That's the part of you that neither you nor others know about. But, these are parts of yourself that you can discover about yourself.
This handout shows all the panes of the Johari Window in one picture (see Handout 1:3). Becoming more comfortable with yourself means getting to know more about yourself. So, we'll be spending time identifying such things as what you like and don't like in relationships, your values, and your interests. One way to look at your goals in this group is that you'll be increasing the size of your KNOWN panes; that is, decreasing the size of your BLIND and HIDDEN panes. Becoming more comfortable in your relationships involves matching how open you are with someone to how comfortable you are with that person. So, we'll be working on how to balance your OPEN and SECRET selves in relationships.

**Process**
Tie this mini-lecture into any pertinent discussion items or behaviors exhibited by group members during the previous exercises where it's relevant. Solicit examples from group members for the different panes in the Johari Window. Process any questions and reactions from members about this metaphor. Then, open up the discussion to process any thoughts, questions, concerns members may have about this first session.

Note: Handout 1:2 is used to make the Johari Card. The page in Handout 1:2a is on the front of a piece of paper and Handout 1:2b is on the back of this paper. The paper is then folded twice in half like a greeting card. Thus, the OPEN pane is on the front of the card, the SECRET pane inside the card, the BLIND pane on the back of the card, and the HIDDEN pane under the inside fold of the card.

V. **Homework** (5 minutes)

**Purpose**
Acclimate members to homework. Encourage members to apply the Johari Window metaphor to peer relationships in their lives.

**Instructions to Participants**
To help set the stage for the next session, we'd like you to think about a couple things. First, think about the different panes of the Johari window and how they fit your life. Notice what kinds of things you're open about with your friends or roommates this week.
SENTENCE COMPLETION

CONCERNS

• When I am *by myself* here at UT, it bothers me the most that _______________________
  _______________________
  _______________________
  _______________________

• When I am *with my friend(s)* here at UT, it bothers me the most that _______________________
  _______________________
  _______________________
  _______________________

• When I am *with my roommate(s)* here at UT, it bothers me the most that _______________________
  _______________________
  _______________________
  _______________________

GOALS

At the end of this 8-week group:

• When I am *by myself* here at UT, I want to be able to _______________________
  _______________________
  _______________________
  _______________________

• When I am *with my friend(s)* here at UT, I want to be able to _______________________
  _______________________
  _______________________
  _______________________

• When I am *with my roommate(s)* here at UT, I want to be able to _______________________
  _______________________
  _______________________
  _______________________
SECRET
Unknown to Self
Known to Others

BLIND
Unknown to Self
Known to Others

OPEN
Known to Self
Known to Others
HIDDEN
Unknown to Self
Unknown to Others
JOHARI WINDOW

<table>
<thead>
<tr>
<th>Known</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td>Secret</td>
</tr>
<tr>
<td>Blind</td>
<td>Hidden</td>
</tr>
</tbody>
</table>

Self

Known

Others

Unknown
SESSION 2

I. Check-In and Warm-Up (30 minutes)

Purpose
Continue to build trust and rapport among group members. Encourage self-disclosure. Establish importance of homework and extension of group learning beyond group. Provide opportunity for group members to raise questions and concerns from Session 1.

Instructions to Participants
Pair up with the person next to you. Talk with your partner about anything you noticed during the week as a result of our discussion in group last week or the homework. Did you notice anything about your interaction with friends and roommates as a result of last week’s session? Was there anything that particularly interested you from last week’s session? Reflect back on the week now. Each partner should take about two minutes to share his or her thoughts. After you have both shared please jointly decide what you feel comfortable with your partner sharing with the whole group about your discussion. When we get back together in the large group each of you will introduce your partner and then share your partner’s observations and questions.

Process
Leaders provide pairs with a time check after about two minutes and a reminder that the other partner should begin taking his or her turn. After five minutes leaders ask group to reassemble and ask members to begin to introduce their partners and their observations and questions. Leaders respond to questions as they arise and attempt to underline similarities in group members’ experiences. Leaders ask group members what it was like to decide with one’s partner what could and could not be shared with the whole group.

Note: Leaders may decide to conduct this warm-up as a whole group exercise depending upon the comfort level of group members and their degree of activity and participation in discussion during the first session. Preliminary work in pairs can be helpful in fostering activity of all group members.
II. Guided Imagery Exercise: New and Old Friendships (60 minutes)

**Purpose**
Normalize process of developing new friendships. Help group members identify likes and dislikes in current relationships with peers and articulate ways in which they would like these relationships to be different. Draw attention to issues of pacing and self-revelation in the process of developing friendships.

**Instructions to Participants**
We are going to think about old and new friendships and begin to focus on our needs, desires, and preferences in friendship. We are going to get at this using a technique called guided imagery. This will help you relax and focus on the quality and experience of your relationships. Before we begin take a moment to think of a specific time you spent with someone you are getting to know at UT. Now think of a specific time you spent with an old friend. You will draw on these specific memories when I direct you to in the guided imagery. When we are finished with the guided imagery we’ll talk together as a whole group. Any questions or concerns before we get started?

(Initial relaxation) Get into a comfortable position in your chair. You may close your eyes if you’d like, or you may keep them open if you prefer. It will probably be easier to relax and focus if you close your eyes, but do whatever is most comfortable for you. Take a deep breath...and allow your muscles to relax. ... Focus on the sound of your breath...as you gently...and deeply...breathe in...and out... ... As you breathe in...relax...as you breathe out...feel your body settle into your chair. ...Breathe in...breathe out... ... As you breathe in...and out...let go of any current concerns...breathe in...breathe out... ... Release each concern as you breathe out... Breathe in...breathe out...let those concerns go...Let your mind go blank....

(First Imagery) Now begin to imagine the time you spent with someone you are getting to know here at UT. ... Imagine that time...using your mind’s eye look at that person...picture the place where you are together...using your mind’s eye look around...where are you?...are you inside or outside?...what is the quality of the light?...what is the temperature...is it hot or cold?...is the air still or breezy?...what sounds do you hear?...is it quiet or noisy?...now look again at the person you are with... what are
you doing?...are you talking?...are you listening?...what are you saying?...what are you feeling?... (long pause)...what’s feeling good about being with this person?... what do you like about this friendship? ... (long pause)... what would you like more of in this relationship?... what would you like less of?...

(Second Imagery) Now hold onto these images and thoughts, but let them drift to the back of your mind...focus again on the sound of your breath...breathe in...breathe out...begin to imagine the time you spent with a close friend...picture that time you were together...using your mind’s eye look at the person your friend...imagine the place you are together...look around that place...are you inside or outside?... what is the quality of the light?...what is the temperature?... is it hot or cold?...what sounds do you hear?...now look again at your friend...what are you doing?...are you talking?... are you listening?...what are you feeling?.... (long pause)... what’s feeling good about being with your friend?... what’s satisfying?... what do you about this friendship?... what would you like more of?... what would you like less of?... how does this friendship feel different from the new friendship you imagined earlier?... what different feelings do you have being with these two friends?

(Reorientation to Present) Now hold onto these thoughts and memories as you begin to shift your attention back to the present...and back to this room...feel the temperature in the room...notice the way your body feels in the chair...when you are ready open your eyes and look around the room. Now we’ll spend some time talking about what you observed as you re-experienced these new and old relationships.

Process
Leaders provide an introduction to the guided imagery technique and present the rationale for using the technique to help focus on the quality of friendships. Ask if group members have any previous experience with guided imagery and allow for discussion and sharing. Also ask if group members have any concerns about the technique and respond to these concerns before proceeding.

Leaders direct group members to identify a specific time they spent with a new friend and a specific time they spent with an old friend. (Note: group members may need or request more guidance about how to pick an incident to use during the role play. It may
help to tell them to think of a recent time that they can remember well and to emphasize that it should be a specific time. The nature of the time together is less important than that it was a time with a person they are interested in getting to know better and a time with a person who is a close friend.)

One leader prepares the group for the imagery and uses the script which guides group members to imagine a time with a new friend and then to a time with an old friend. The leader reorients the group members to the present before facilitating a whole group discussion.

Leaders process the following questions: What feels good about the new relationship? What was satisfying? What was missing? What didn’t feel good? What feels good about the old friendship? What is satisfying? What is missing? What differences do you notice in these relationships? Why do you think this is so?

Leaders reinforce normalizing about time and pacing required in the development of new friendships. Leaders help group members focus on what they bring to each of these relationships and help them articulate current needs in friendship as clearly as possible.

III. Identifying Priorities for Current Friendships (25 minutes)

Purpose
Build on insights gained in previous exercise. Help group members clearly define one or two qualities that they are currently seeking in friendships. Continue fostering self-disclosure among group members.

Instructions to Participants
Pair off with the person next to you and take a few minute to talk about what qualities each of you feel are most important in new friendships. We will get back together and share our ideas in the whole group.
Process
After pairs have had five minutes to talk the leaders reassemble the group and ask everyone to share what characteristics and qualities they have identified as important in their new friendships. Leaders ask group members what it was like to discuss this with their partner and when appropriate draw out ways in which the pair interactions may illustrate aspects of the Johari Window.

IV. Homework: Explore UT Student Organizations Via Internet (5 minutes)

Purpose
Encourage extension of group learning to world beyond group. Provide concrete resources that group members could use to meet peers at college. Stimulate reflection about personal interests.

Instructions to Participants
Here is a handout (see Handout 2:1) which describes how to access a listing of all the UT student organizations via internet. Take some time to explore the listing. Which ones capture your interest? We think this may provide you with some useful information. Next week we’ll check in to see whether it sparked any ideas or gave you any concrete leads you might like to pursue.
Homework - Session 2

UT Student Organizations via Internet

Directions to access the listing of UT organizations on the Internet using Eudora:

1) Go to Programs
2) Go to UT Connect
3) Open Netscape
4) Click on Home (up on the menu bar) and the UT Home Page should appear
5) Click on Students and you will see Student Affairs
6) Go to end of list of Student Affairs where you’ll find Student Organizations
7) Click on Student Organizations and you’ll get a long list of organizations
8) Click on any of the listings for their Home Page and more information

HAVE FUN
SESSION 3

I. Check-In (15 minutes)

Purpose
Allow group members to raise any questions or concerns they may have as a result of the last session or the intervening week. Follow-up on homework assignment from last session.

Process
Leaders ask group members about the last session: (a) how they felt after last session, and (b) if they have any questions or comments about that session, and (c) if anything came up during the week that was related to group. Help members relate their reactions to the process and content of the previous sessions. Leaders also ask about any reactions to the homework. Focus discussion on options members have for finding people with similar interests.

II. Open vs. Secret: An Old Friendship (30 minutes)

Purpose
Help group members identify (a) what they are open vs. secret/private about with a close friendship from back home, and (b) what their close friend is open vs. secret about in this relationship. Illustrate that the factors that contribute to feeling comfortable and close in a relationship.

Instructions to Participants
Last week we looked at some aspects of relationships that promote feeling comfortable and close with a friend. For example, we saw how having common interests helps, and how we might look for friends with personalities that compliment our own. This session we’ll look at how balancing being open vs. secret influences your degree of comfort and closeness in friendships and how to work toward your optimal balance of open vs. secret in a developing friendship.
We'll start by looking at what you are open vs. secret about in a comfortable, close relationship. This will help you see the optimal balance of open vs. secret that you need to feel close with a friend. To do this exercise, think of an old friend that you are comfortable with and close to. Or if you prefer, think of an ideal friendship. Then, using this handout (see Handout 3:1), think about what kinds of things you are open about with this friend, or would like to be open about with an ideal friend. To help you think of these kinds of things, the handout lists some categories with examples. Feel free to use your own categories. Then, write in the columns under 'Me' what things you are open about and what things you are secret about. Next, think about the kinds of things your close friend is open vs. secret about, or what you would like your ideal friend to be open vs. secret about. Then, fill out the columns under 'My Friend' like you did for yourself. You can write in as much or as little as you like on this form. After you're done, we'll use your notes as a springboard to talk about what makes relationships comfortable in light of what people share with each other.

**Process**

Process as a group what they discovered in this exercise. Prompt them, as necessary, to generate a discussion of the factors that contribute to feeling comfortable and close in a relationship. These may include, but are not limited to (a) a complimentary match between themselves and their friend in what they are open vs. secret about, and (b) their being relatively open about many parts of themselves.

**III. Open vs. Secret: A New Friendship (40 minutes)**

**Purpose**

Help group members identify what (a) they are open vs. secret about with someone here that they would like to become closer to, and (b) that person is open vs. secret about in this relationship. Illustrate some of the factors that contribute to their lack of comfort and closeness in this new friendship. Discuss the benefits and risks of being open vs. secret/private.

**Instructions to Participants**

Now, we'll do a similar exercise with someone that you'd like to become closer friends
with. Then we'll use this information to help you identify what you might need to do in regards to balancing open vs. secret to work toward become closer with this person. So, using this handout (See Handout 3:2), list the things you are open vs. secret about and the same for your new friend.

Process
Process as a group what they discovered in this exercise. Prompt them, as necessary, to generate a discussion of the factors that contribute to their lack of comfort and closeness in this new friendship. These may include, but are not limited to (a) an uncomplimentary match between themselves and their friend in what they keep open vs. secret about, and (b) their being secret about many parts of themselves. Also, process the benefits and risks of being open vs. secret/private. Emphasize and normalize the pacing involved in managing the risks in developing new friendships. It may be helpful to use the concept of private instead of secret to help members gain a sense of choice in what they do or do not wish to disclose with any given person.

IV. Open vs. Secret: How to Change (30 minutes)

Purpose
Provide group members with some concrete ways to (a) become more open, (b) become more private, (c) encourage someone to be more open, and (d) encourage someone to be more private. Sharing among group members of other ways to do these things. Normalize fears group members may have about doing any of these things.

Instructions to Participants
Now, we're going to talk about how to work towards balancing open vs. secret in developing a new friendship. In forming new friendships we have to make lots of choices about what to be open and secret about. And so does the person we're becoming friends with. When this works well, it's a like some aspects of a poker game. One person shows a card, then waits to see what the other person does. If the other person likes the card shown, he or she will also show a card and wait for the first person to react. And so on, back and forth with each player taking small risks at each step. If at any time, a player doesn't like the other player's reaction or the card showed, then a player can fold and
withdraw from the game. So, in building good friendships, we need to take small risks in comfortable steps over time. With those we feel safe, we slowly become more open as they become more open. If we feel unsafe with someone, we stop opening up with them. We get in trouble when the balance of open and secret doesn't match the degree that we feel safe with someone. Does any of this ring any bells with any of you?

So, what can you do to work towards balancing open vs. secret in your new relationships? There four different things you might need to work on to achieve this: (1) becoming more open with someone, (2) becoming more private with someone, (3) encouraging someone to become more open, and (4) encouraging someone to become more private. This handout (see Handout 3:3) gives you some ideas about how to do these four things. You might already know about some of these and have other ways you tried. We'll talk about all this after you've had a chance to look over the handout.

**Process**

Tie these instructions into what members have already learned or discussed about building friendships. Then, discuss as a group ways that people can work toward building closer friendships. Leaders should encourage an open, brain-storming type of discussion. Solicit from members things they have tried, either successfully or unsuccessfully, in the past. Process any concerns group members have about doing any of these things. Encourage support among group members to help them process affective responses and normalize their fears in trying new behaviors in making friends.

V. **Homework** (5 minutes)

**Purpose**

Promote extension of group learning to developing friendships outside of group.

**Instructions to Participants**

During this next week, notice your balance of open vs. secret or private with someone you'd like to become better friends with. Notice where you'd like to change this balance and try some of the ideas we've talked about today to do this. Next week, we'll spend some time checking in with you on what worked and didn't work for you.
Open vs. Secret in an Old Friendship

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### Open vs. Secret in a New Friendship

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Open vs. Secret/Private in Friendships:
How to Change the Balance

To become more open yourself:

- Check your current comfort level. Be sure you are okay with how that person has responded to things you have already been open about.

- Check other person's comfort level. Be sure that person has been somewhat equally open with you so far.

- Take small steps. You might rank the types of things you have kept secret with a new friend from least to most safe to talk about. Then, pick something that is safer to talk about. If you like this person's reaction and they seem to reciprocate in opening up, you might talk about something a little less safe. And so on.

- Take your time. Don't try to open up too much at one time. Even if you like the person's immediate response, it takes time for people to assimilate new information and their later reaction might be different.

- Look for opportunities. Tell something about yourself that is similar or related to what someone has just shared with you.

- Make opportunities. Introduce a new topic by telling something about yourself. It is easier to build a relationship when both people share equally in being the first one to open up about things.

To encourage someone else to become more open:

- Ask about what someone has shared. People generally liked to be asked questions about things they have already talked about or are currently talking about.

- Ask about things you don't know. But, don't ask any questions you would not feel comfortable answering yourself. People usually feel safer talking about facts and current behaviors than about past behaviors and emotions.

- Listen. Hold off talking about things about yourself that you think of when someone is talking about something. Wait until you think the person has had a chance to say all they want to say before you talk about yourself.

- Open up more yourself. People generally are more willing to answers questions and open up more to people who are open with them. Your talking about something might induce them to share a similar experience.
Open vs. Secret/Private in Friendships: How to Change the Balance

To become more private yourself:

• When asked by someone to open up beyond your comfort level. Here are some ways you can respond when someone asks you to talk about something that you prefer not to.
  • Say you prefer not to talk about it.
  • Ask them why they are curious about it.
  • Change the subject.
• When you have already opened up beyond your comfort level. Here are some ways you can slow down your opening up with someone.
  • See that person less often and/or for shorter periods of time.
  • Get the person to talk about herself or himself, instead of yourself.
  • Restrict yourself to talking about safer topics.

To encourage someone else to become more private:

• When you do not care whether you remain friends with someone.
  • Politely refuse invitations to spend time in their company. When doing this, try not to give the impression, explicitly or implicitly, that you will get together with them another time.
  • See that person less often and/or for shorter periods of time.
  • Talk more yourself, especially about impersonal topics.
• When you want to remain friends or develop a closer friendship with someone.
  • Say you enjoy their company, but feel uncomfortable when you talk about __________. Apologize for hurting their feelings, if appropriate, and suggest another topic to talk about.
  • Thank them for feeling comfortable talking to you about this, but that you are not comfortable talking about such things yet. Ask them to give you more time to become comfortable because you would like to be their friend.
SESSION 4

I. Check-In (20 minutes)

Purpose
Allow group members to raise any questions or concerns they may have as a result of the last session or the intervening week. Follow up on homework.

Process
Leaders ask group members if they have any comments or questions from last group. Leaders follow up on the homework from last session. What did the group members notice about their tendencies to be open and private with peers? Did they experiment with any new behaviors and how did this go?

II. Preview (5 minutes)

Purpose
Provide group members with a clear sense of what is planned for the this and the next three sessions.

Process
Leaders explain that during the next four sessions we will focus more intensively on identifying what gets in the way of developing more satisfying relationships, practicing some new behaviors, and learning some new ways to address these obstacles. Leaders outline that we will be spending this and the next session on role plays and the next two sessions on learning and practicing some techniques that may be helpful in addressing these obstacles.
III. Role Play (75 minutes)

Purpose
Create a situation in which each group members will affectively experience and identify the obstacles that get in his/her way of developing more satisfying friendships. Provide the opportunity for group members to learn and practice some new social skills. Foster the sharing of information about social skills among group members.

Instructions to Participants
Each of you will identify an interpersonal situation involving a new or developing friendship that you would like to work on. Think back to our discussion last week, and to the challenges that you might face being as open or as private as you want to be. To get started thinking about this, it may be helpful to look at the handout from last week (see Handout 3:3), or you might try to think of a particular situation you experienced recently and would have liked to handle differently.

We are going to divide into two smaller groups and one leader will work with each group. We will take turns over the next two weeks so that each of you has the opportunity to develop, direct, and act out a scenario. The leader and other group members will help you lay out the role play, identify the situation, the other character(s), your goals, and the strategies you will use to meet those goals. You can set the difficulty level of the role play. You also can call time out at any time during the role play to get feedback from the small group. Those of us who aren’t taking the lead in the role play will help either by taking on other roles in the role play, or will serve as observers. Each person will have about twenty minutes to develop and do his/her role play. After the role play we will spend some time in the small groups talking about what it was like for you to try the new strategies. Before we end for the day we’ll reconvene as a whole group and share our experiences with this.

Process
Leaders present overview and rationale for role play to whole group. Before dividing into two small groups the leaders ask group members whether they have any experience with role plays or any worries or concerns. Leaders facilitate a discussion as appropriate. Leaders divide the group into two small groups.
One leader facilitates in each small group. The leader works with a group member to identify the situation he/she wants to role play, and then works with him/her to describe the other character(s), establish goals for the situation, and come up with strategies to meet the goals in the role play situation. The leader tries to encourage the participation of all the other members in helping the person doing the role play flesh out the situation, the characters, as well as develop strategies he/she will try out in the role play. The leader reminds the observer(s) to watch with an awareness of what it would be like to be the person doing the role play, and to focus special attention on noticing what seems to work in meeting the person’s goals.

After the role play the leader asks questions about how it felt to try out the new behaviors in the role play. What was easy? What was hard or uncomfortable? Why was that hard or uncomfortable? What were you thinking when you started to get stuck? The leader also encourages the person to actively seek feedback from the observers and other group members.

The leader repeats the process of scenario building, role playing, and processing with other group members as time allows.

Throughout the processing of the role plays the leader has two main goals: 1) to help underscore the individual’s success in trying out the new strategies, and 2) to assist in identifying the places they become stuck. As the person identifies their obstacles the leader poses questions so that they begin to identify the thoughts and beliefs they are having when they are experiencing difficulties.

**IV. Check-Out (15 minutes)**

**Purpose**
Allow group members an opportunity to share their experiences with the role play exercise within the context of the whole group.
Process
Leaders reassemble the whole group and ask the group members how they experienced the role plays. Leaders also ask group members to share what they have noticed that gets in the way in building relationships and whether they have learned any helpful strategies.

V. Homework (5 minutes)

Purpose
Promote extension of group learning to life beyond group. Provide group members with information about some concrete and practical tools to begin to address the problematic beliefs that contribute to their difficulties building new relationships.

Instructions to Participants
Please read Chapters 5 and 6 from The Feeling Good Handbook by David Burns. We'll be using some of the techniques he describes in Sessions 6 and 7. You can find this book in the library or buy it at the bookstore.

For those of you who have done your role play please try this week to find at least one opportunity to practice the strategies you practiced in your role play. We will spend some time checking in with you about how this went next week.

For those of you who have not yet done your role play, spend some time thinking about your scenario and come next week ready to develop your role play.

Process
Leaders present the rationale for the Burns reading assignment. They illustrate the connection between obstacles and beliefs in the role plays and suggest that the reading addresses these beliefs and provides some clear and helpful techniques for combating these beliefs. Leaders also explain that we will applying and practicing these techniques together after we finish the role plays. Leaders pass around a copy of the book so that group members can take down the reference.
SESSION 5

I. Check-In (25 minutes)

Purpose
Provide group members the opportunity to raise questions and concerns from last week as well as follow up on homework assignment.

Process
Leaders ask if there are any concerns or issues since last session. Leaders then ask how the homework from last week went. How did it go when group members tried out new strategies outside of group?

II. Role Play (75 minutes)

This is a continuation of the role play exercise that began in Session 4. Please see Session 4 for complete details on purpose, instructions, and process.

III. Check-Out (15 minutes)

Purpose
Allow group members to share their experience with the role play in the context of the whole group.

Process
Leaders reassemble group and ask the group members how is has been to participate in the role plays. Leaders also ask group members to identify common obstacles they have noticed.
IV. Homework

Purpose
Promote practice of skills developed in group outside of the group setting. Expose group members to concepts and techniques of cognitive therapy which will be presented in the next session.

Instructions to Participants
Read or review Chapters 5 and 6 from The Feeling Good Handbook by David Burns. We will be discussing and practicing some of the strategies he discusses during the next two weeks.

Everyone try to practice using some of the strategies you’ve tried in group in real life situations as they come up during the week. We’ll check in on this next week.
SESSION 6

I. Check-In (25 minutes)

Purpose
Allow group members to raise any questions or concerns they may have as a result of the last session or the intervening week. Follow-up on homework assignment from last session.

Process
Leaders ask group members about the last session if they have any questions or comments about the last session, and if anything came up during the week that was related to group. Leaders also ask about any reactions to the homework. Reinforce successful experiences in applying new strategies to making friends. Since group members may tend to discount any progress they are making, be sure to reinforce any positive aspects or partial successes. Also, normalize the difficulty of changing behavior and emphasize the benefits of practice.

II. Cognitive Restructuring Practice (75 minutes)

Purpose
Expose group members to cognitive restructuring tools to help them overcome underlying beliefs that hinder their building new relationships. Provide practice in using these tools with pertinent interpersonal situations in their lives. Foster the sharing of different perspectives in understanding interactions between people.

Instructions to Participants
You've been discovering—both in the last two sessions and in trying new behaviors outside of group—the obstacles, or underlying beliefs, that hinder building comfortable friendships. In this session and the next session, we are going to focus on ways you can combat these beliefs and eventually overcome them, or at least minimize their effect on your behavior.
Each of you will identify a specific interpersonal situation involving a new or developing friendship that came up during this last week. Think of one where you were hindered in doing something to promote this friendship. Then think of the what feeling or thought stopped you from doing this. This exercise will help you pinpoint the underlying beliefs, called automatic thoughts (ATs), that hindered you. It will also give you a chance to learn some cognitive tools to combat these thoughts. These basically involve techniques or strategies to question our ATs, provide evidence for possible alternative beliefs, and thus weaken our belief in the ATs. Several of these techniques were covered in Chapters 5 and 6 of *The Feeling Good Handbook*. What were your thoughts as you read about these?

To give you practice in using these tools, we're going to divide up into two groups, with a leader working with each group. Half of you will get a chance to practice these tools today and the other half of you will practice next week. The leader and the other group members will help you pinpoint your ATs, look at the evidence for and against them, and come up with things you can say to yourself, called rational responses, to fight these ATs. To help question the evidence, some questions you can ask yourself are listed in this handout (see Handout 6:1). Each person will have about 30 minutes to practice using these tools. Then, we'll reconvene as a group to share our experience with this.

**Process**

Leaders present rationale and overview of cognitive restructuring to group as a whole. Before dividing into smaller groups, process any prior experiences group members may have had with cognitive restructuring techniques. Also, process any comments on the reading assignment and worries or concerns that members may have.

One leader facilitates in each small group. Using cognitive restructuring techniques, the leader works with a group member to pinpoint the specific AT that hindered the member's actions in a specific interpersonal interaction. Since there are generally multiple ATs involved, with varying levels of globality, in any given interaction, try to focus on only one AT that is specific to the situation. Since identifying and examining ATs is generally accompanied by affective responses, the leaders should provide and facilitate emotional support for the group member during this process.
The leader facilitates a discussion within the small group to help the group member, who is examining an AT, find evidence for or against it and alternative ways of looking at the particular situation. This information is then used by that group member to develop rational responses, which can then be used to counter-argue the AT when it occurs in similar situations. While it is very useful to encourage brainstorming among the other members to help generate alternative beliefs and responses, it is important that rational responses make personal sense to the group member and be logically related to the specific AT. Suggest that the members write down on a 3 x 5 index card a description of the interpersonal situation, the AT involved, and the pertinent rational responses.

Note: It may be helpful to have the group members rate their percentage belief in the AT before examining the evidence. Then, they can re-rate their percentage belief after examining the evidence. Given that the goals are to learn and practice using these tools, do not expect any considerable weakening of beliefs in ATs during this session. Leaders may need to remind group members of these goals and emphasize that continued practice is needed to achieve noticeable weakening in the influence of ATs.

III. Check-Out (15 minutes)

Purpose
Allow group members an opportunity to share their experiences in learning and using cognitive restructuring tools. Promote matching of cognitive techniques with members individual styles and strengths to provide group members a sense of empowerment in changing underlying beliefs that are obstacles to building friendships.

Process
Leaders reassemble the whole group and ask members what it was like to learn and use the cognitive restructuring tools. Encourage members to discuss how well the different techniques worked for each of them. Leaders point out, if necessary, that members should focus on trying cognitive restructuring techniques that fit their individual styles; thus, building on existing strengths.
IV. Homework (5 minutes)

Purpose
Promote extension of group learning to developing friendships outside of group.

Instructions to Participants
For those of you who have practiced cognitive restructuring this session, please try this week to use this tool to help you overcome the ATs that stop you from trying new behaviors in building friendships. If you find it helpful, use an index card to note a situation that you will face or had faced that you'd like to work on. Then try to identify your ATs and come up with rational responses for them. If you run into difficulties with this, the chapters from *The Feeling Good Handbook* covers material that may help you.

For those of you who have not had a chance to practice these techniques, take note of a particular interpersonal situation related to a new or developing friendship that you'd like to work on next session.
Questioning Your Automatic Thoughts

• What evidence do I have for and against this automatic thought?

• What would I say to a friend who thought this way?

• What other explanations are there for the situation?

• What can I say instead of "I should . . ." or "I shouldn't . . ."?

• Am I only looking at the negative side of things? Is there anything positive about it?

• Do I know for certain what the other person is thinking or what will happen?
SESSION 7

I. Check-In (25 minutes)

Purpose
Allow group members to raise any questions or concerns they may have as a result of the last session or the intervening week. Follow-up on homework assignment from last session.

Process
Leaders ask group members about the last session if they have any questions or comments about the last session, and if anything came up during the week that was related to group. Leaders also ask how practicing the new tools is going. Reinforce any successful experiences or aspects in applying new strategies and cognitive tools.

II. Cognitive Restructuring Practice and Check-Out (65 minutes)

This is a continuation of the cognitive restructuring exercise begun in the last session. See Exercises II, Cognitive Restructuring Practice, and III, Check-Out, in Session 6 for purpose, instructions to participants, and processing notes.

III. Begin Identifying Personal Gains & Homework (30 minutes)

Purpose
Promote extension of group learning to developing friendships outside of group. Begin identifying what members have gained and learned from the group. Begin thinking about goals and plans to meet them after group has ended.

Instructions to Participants
Please try this week to use this cognitive tool to help you overcome the ATs that stop you from trying new behaviors in building friendships. Remember, if you run into difficulties
with this, the chapters from *The Feeling Good Handbook* covers material that may help you.

Well, we only have one more session left. So, it's a good time to start reflecting on what you've gotten out of this group. One way to do this is to think back over these last seven weeks and note how you've "made yourself at home" with each other and the leaders. What have you learned about developing comfortable relationships in here and how does this apply to making friends outside this group? How has your balance of open vs. secret/private changed over time? Did you find yourself becoming more comfortable with the people in this room? What risks have you taken in opening up more or trying new behaviors? What was it about the others in the room that made it okay to take these risks? What was it about yourself that motivated you to take these risks? I'd like you to think about these questions over the next week and we'll spend time in next session talking about them. But, I'm wondering if anyone has any thoughts they'd like to share on this now?

Also, please start thinking about future goals you have and what plans you can make to meet them. Give some thought to how what you've learned in group can be used to further your efforts to make yourself at home here at UT. We'll spend some time next session talking about this.

**Process**

Leaders facilitate a discussion with the group as a whole in which they start to reflect back on how they made themselves at home with each other in the group. Because group members may think of the group setting as a "special place," they might need encouragement and guidance to identify and transfer any learning about developing comfortable relationships within group to the "real world." Bringing this topic up now primes the group members to start consolidating what they have learned as well as to start processing termination.
SESSION 8

I. Check-In (15 minutes)

Purpose
Provide group members the opportunity to raise any issues or questions that may have resulted from the previous session or during the intervening week. Follow up on homework.

Process
Leaders ask group members if they have any concerns or questions about last week or any issues that developed during the week. Leaders check to see whether group members tried the cognitive tools and how this worked.

II. Prepare for Termination (10 minutes)

Purpose
Allow group members to discuss their expectations and desires for relationships with each other after group ends.

Process
Leaders ask group members about their expectations for social relationships with each other after group ends. Leaders facilitate this discussion and reinforce the pros and cons of maintaining group boundaries as appropriate.

III. Consolidate Personal Gains (35 minutes)

Purpose
Help group members identify and reflect on what they have gained and learned from the group.

Process
Leaders ask group members to reflect on how they have “made themselves at home” with each other and the leaders over the course of the 8 week group. Leaders aim to focus on the individual’s contributions to developing comfort in group and in these relationships and highlight the parallels between this process and the process of making friends outside of group.
Leaders ask group members to reflect on what was covered during the last 7 weeks and ask them to think about what worked for them and helped them most, as well as what didn’t work for them. During the discussion leaders focus on helping the students observe their own strengths in using these exercises and suggest ways in which they can continue to capitalize on and develop these strengths outside of group.

IV. Past and Future Goals (35 minutes)

Purpose
Help group members assess progress in attaining their original goals for group. Assist group members in defining specific goals for the future and identifying plans and resources to work toward these goals.

Instructions to Participants
(past) Take a moment to look at the goals you set for yourself when you began the group 8 weeks ago. What do you think when you read them?

(future) Take a few minutes to think about one or two goals you’d like to work towards next semester (next year). Try to be as specific as possible. Let’s take some time to talk about your goals and consider ways you will work toward meeting these goals.

Process
Leaders pass out copies of original goals as well as the “Hopes” card which members filled out during the first session. Leaders ask members to first reflect upon their past goals. During the discussion the leaders provide guidance and direction about goal setting in cases where original goals may have been quite ambitious and general. After looking at the goals for group the leaders ask group members to think about and define one or two specific goals for the future and work with them to plan how to meet these goals. Leaders pass out a bibliography of suggested reading (see Handout 8:1).

V. Saying Goodbye (10 minutes)

Purpose
Provide group members the opportunity to say goodbye to each other.

Process
Leaders suggest that this is the last opportunity that group members will have to say goodbye and acknowledge each other before group ends. Leaders encourage group members to say goodbye and provide modeling if necessary.
VI. Evaluation (15 minutes)

Purpose
Provide opportunity for anonymous feedback on group.

Instructions
Please take some time to complete this evaluation form for the university counseling center. We would also like you to complete an evaluation for us (See Handout 8.2). We are very interested in your feedback and would like to use it to improve and modify this group for the future. Thank you.

Process
Leaders pass out the two evaluation forms, say goodbye and leave the group members to fill out the forms on their own. Leaders leave an envelope for the completed evaluations and return to collect them after about 15 minutes.
Self-Help Books


FEEDBACK FOR CO-LEADERS

If we were to run this group again what suggestions would you make about:

the content and focus of the group?

the leadership?

the exercises?

the order of exercises?

Please feel free to make any other comments you’d like as well. We really appreciate your feedback.

Thanks,

(co-leaders)
MAKE YOURSELF AT HOME:
SETTLING IN WITH YOURSELF AND OTHERS AT UT

GROUP RULES

1. Members will make a commitment to attend regularly for at least three sessions before making a decision about whether or not this is the group for them. It takes a minimum of three weeks for members to feel comfortable enough to begin to evaluate the usefulness of this group.

2. Regular and timely attendance at all sessions is expected. Members agree to be present each week, to arrive on time, and remain throughout the entire meeting. Because specific topics are covered in each session, if you miss a session, you may not benefit as much as you'd like from this group. As a member, it is your responsibility to notify the group in advance when it is absolutely necessary for you to be away or to be late for a session.

3. Members will treat matters that occur in the group with utmost confidentiality. To that end members agree to keep confidential the names and identities of all group members.

4. There are absolutely no secrets among members of your treatment team. Your treatment team consists of your group therapists, your individual and/or marital therapist, your psychiatrist, other professionals working at the Counseling and Mental Health Center (for supervision). Thus, what you share in the group or in individual and/or marital therapy or with your psychiatrist will be shared with other members of your treatment team when anyone feels that it is important for your treatment to do so.

GROUP RECOMMENDATIONS

1. We recommend that you work actively on the concerns that brought you to this group. This involves completing individual exercises during group sessions, participating in group discussions, participating in group exercises, and working on homework assignments. Actively taking part in all group-related activities will enable you to better meet your goals.

2. We recommend that you not form social relationships with other members in the group during the period the group is running. The group provides an opportunity to work on your concerns; it is not a gathering in which people meet to make social friends, and if used in this manner, the group loses its therapeutic effectiveness. Therefore, we recommend that as long as you are a member of this group, the only contact with other members of the group be during the weekly group meeting.

I am committed to the above rules and recommendations for this group.

SIGNED ____________________________ DATE __________
CO-THERAPIST QUESTIONNAIRE

The following questions may be used to assist the development of a co-therapy partnership. There are no "correct" or "appropriate" answers; the questions are simply useful in illuminating the leadership style of each co-therapist.

YOUR CO-LEADERSHIP STYLE

• Will you always begin/end group promptly? How do you handle tardiness?
• Will you ever allow members to arrive late or leave early during group sessions?
• How will you handle unannounced absences? Will you contact the member(s)?
• How will you handle an extended silence?
• How will you handle a withdrawn member?
• What will you do if a member suddenly becomes upset and dashes from the room?
• How will you handle a member who discloses strong suicidal ideation to the group?
• How soon would you intervene and what might you do if there is conflict or strong anger in the group?
• Will you reveal facts or affects about yourself to group members?
• Will you talk directly to your co-lead in group? Openly express disagreement?
• Where will you sit in relation to each other: across; next to; anywhere?
• Which of these types of activities feel most comfortable to you as a group leader: support; confrontation; investigation/questioning; explaining/teaching?
• Which of these connections are you most comfortable pursuing: person to person; person to group; person to past; person to present outside of group; person to group leaders?
• Is there any structure or technique that you intend to use during the opening or closing of the group?
• Add your own questions.

YOUR CO-LEADERSHIP RELATIONSHIP

• How do you want your co-therapist to handle your anxiety, distraction and/or illness in the group?
• How do you want your co-therapist to handle a situation in which a group member is attacking you?
• How can your co-therapist help if you become confused or overwhelmed during a difficult interaction with a group member?
• How would you like your co-therapist to give positive/negative feedback regarding your leadership style or interventions when processing the group?
• If you find that group material is "hooking" into issues that are personally sensitive to you, what can your co-therapist do to help you?
• Add your own questions.

(Adapted from The One-Minute Co-therapist, by J.S. Wellek & M.A. Wellek.)
REFERENCES


