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**PeachTree Professional Education, Inc.**

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## EVALUATION OF LEARNING QUIZ PAGE 1 of 2

**PRINT and FAX or MAIL THIS PAGE AND THE ANSWERS PAGE TO OUR OFFICE**  
**\*\*\*\*\* OR \*\*\*\*\***  
**>>> You may complete and submit this Evaluation and your payment Online by following the 'Quiz & Pay' link for this course on our website at [www.FastCEUs.com](http://www.FastCEUs.com).**

**PLEASE NEATLY PRINT THE FOLLOWING INFORMATION:**

**NAME** as you want it on your CEU Certificate: \_\_\_\_\_

Professional cert/license type with numbers: \_\_\_\_\_

**ADDRESS** to keep in our board records: Street: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_ Zip: \_\_\_\_\_

**DAYTIME TELEPHONE** Number: (\_\_\_\_\_) \_\_\_\_\_

**NEATLY Print YOUR FAX Number OR EMAIL Address to receive your CEU Certificate — Certificates will NOT be mailed:**

(\_\_\_\_\_) \_\_\_\_\_

*(If you FAX us your Evaluations do NOT also mail them. Please WRITE NEATLY !!)*

**CREDIT CARD and BILLING INFORMATION:**

*(Certificates will not be provided until payment is received by our office.)*

### **"GROUP THERAPY DYNAMICS"**

**This 1.5 Hour CEU Course is \$24.95**

Please make checks out to PeachTree Professional Education and mail to the address above.

**Circle:** MC    Visa    Discover    Amex    Check Enclosed

Credit Card Number: \_\_\_\_\_

Credit Card Expiration Date: \_\_\_\_\_ 3-4 Digit Code: \_\_\_\_\_

Signature: \_\_\_\_\_

**EVALUATION OF LEARNING QUIZ – page 2 of 2**

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**Course Title: “GROUP THERAPY”****1.5 Hours of Approved Continuing Education Credit**

*The purpose of the following Evaluation of Learning questions is to:*

- A.) Verify that you have read and watched the required course materials,
- B.) Demonstrate an understanding of the practical application of the course materials,
- C.) Officially document your participation and completion of this course.

**CIRCLE THE ANSWER TO THE FOLLOWING EVALUATION OF LEARNING QUESTIONS**

- T F 1.) I have viewed the entire DVD video portion of this course.
- T F 2.) I have read through all of the course handout materials.
- T F 3.) Groups are powerful because we can do things in group that we cannot do alone.
- T F 4.) The decreased cost of group therapy makes it unprofitable for therapists.
- T F 5.) Clients can make rapid changes in group therapy.
- T F 6.) Groups promote honesty.
- T F 7.) People need to draw on their strengths to make changes.
- T F 8.) Group power can be used in unhealthy ways.
- T F 9.) Support groups are usually led by professional counselors.
- T F 10.) Education groups focus on teaching skills.
- T F 11.) Counseling groups and support group frameworks can be combined to maximize efficacy.
- T F 12.) Group hypnosis works because people like pleasing others.
- T F 13.) The therapist is responsible for the agenda during the forming stage of group.
- T F 14.) The final stage of group is termination.
- T F 15.) Group roles seem to emerge in most groups.
- T F 16.) Group leaders usually emerge to lead the group.
- T F 17.) Learners in group are soaking in what they learn even if they don't appear to contribute.
- T F 18.) Followers can make group very difficult to facilitate.
- T F 19.) Personality types and group roles seem to overlap.
- T F 20.) Couples counseling can occur in the form of group counseling.



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# “GROUP THERAPY DYNAMICS”

## **1.5 Continuing Education Clock / Credit Hours**

*Instructor: Richard K. Nongard, MA, LMFT*

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written consent of the author.

### **Purpose of this Course:**

The purpose of this CEU course is to provide mental health, criminal justice and nursing professionals with an understanding of group therapy dynamics, in order to better serve the client needs in various settings.

### **Course Objectives:**

At the conclusion of this course the professional will be able to:

- 1.) Describe the purpose and power of groups
- 2.) Design specialty groups to meet specific client needs
- 3.) Create group interventions that draw on the various roles group members play
- 4.) Assess group functioning and evaluate efficacy of group dynamics

### **Course Outline:**

5 Minutes: Course organization and introduction

55 Minutes: Video lecture

20 Minutes: Synthesis of Course Notes

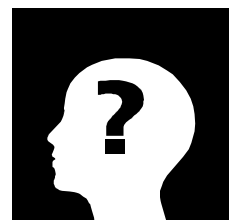
30 Minutes: Completion of required Evaluation of Learning Quiz

10 Minutes: Documentation and preparation

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**90 Minutes (1.5 Hours)**

If you ever have any questions concerning this course,  
please do not hesitate to contact **PeachTree** at **(800) 390-9536**.



# **1.) Top 10 Reasons for Using Therapy Groups**

- 1.) We can accomplish things as a group we could never do on our own
- 2.) Group power is a tremendous force for change
- 3.) Groups promote honesty
- 4.) Clients get validation from many sources
- 5.) Groups are interesting
- 6.) Groups model development of situational supports
- 7.) Groups are profitable
- 8.) Groups provide accountability
- 9.) Groups teach skills
- 10.) A variety of vantage points can be explored

# **2.) Use of groups in therapy**

- 1.) Encounter groups
- 2.) Counseling Groups
- 3.) Support Groups
- 4.) Education Groups

### **3.) Group Hypnosis**

- 1.) Stage Hypnosis
- 2.) “Therapeutic” Hypnosis

### **4.) Characteristics of group members**

- 1.) Leader
- 2.) Passive-Aggressive
- 3.) Learners
- 4.) Followers
- 5.) Avoidants
- 6.) Loudmouth
- 7.) Hysterical

Draw on strengths of group members

### **5.) Developing Specific Groups**

- 1.) Couples Counseling
- 2.) Single topic groups
- 3.) Meeting special needs (religious faith, gay, etc.)
- 4.) Dual-Diagnosis Groups

## **6.) Patient Education in Group Therapy**

- 1.) Relaxation Training
- 2.) Social Skills
- 3.) Behavioral management
- 4.) Communication strategies
- 5.) Anger Management
- 6.) Stress/Change management

## **7.) Factors impacting the efficacy of group**

- 1.) Open or closed group
- 2.) Perpetual or limited group

## **8.) Marketing Groups**

- 1.) Existing clients
- 2.) Referral resources
- 3.) Advertising

# 5 Stages of Group Development

## Stage 1: Forming

Group members are dependent, relying on safe, patterned behavior. They look to the group leader for guidance and direction. Group members desire acceptance and need to know that the group is safe. They gather impressions about the similarities and differences among them and form preferences for future subgroups. Serious topics and feelings are avoided, as is controversy.

Members begin to become oriented to the group tasks as well as to one another. Discussion revolves around defining the task, and how to approach it. To move forward to the next stage, each member must begin to risk the potential for conflict.

## Stage 2: Storming

**Storming** is exemplified by competition and conflict in personal relations and organization in task functions. As the group members begin to organize for the task, conflict often results in their personal relations. They each have to alter their feelings, ideas, attitudes, and beliefs to fit the group organization. "Fear of exposure" or "fear of failure" will cause an increased need for group structure clarification and commitment. Conflicts will exist, even if not made a 'group issue'.

Issues to address will be: who is going to be responsible for what, what are the rules, what is the reward system, and what are the criteria for evaluation. Conflict over leadership, structure, power, and authority may exist. Member behaviors may fluctuate based on issues of competition.

Due to emotional discomfort, some may be silent while others may dominate. For progress, members must move from 'testing and proving' to 'problem-solving'. The ability to listen is very important in this process.

## Stage 3: Norming

Cohesion characterizes interpersonal relations. Members actively acknowledge everyone's contributions, community building and maintenance, and solving of group issues. Members may ask questions and change their preconceived ideas or opinions on the basis of facts.

Leadership is shared, and cliques dissolve. Members begin to identify with one another, and the level of trust contributes to group cohesion. During this stage (assuming the group gets this far) people begin to experience a sense of belonging and relief as a result of resolving interpersonal conflicts.

They share feelings and ideas, ask for, give and receive feedback, and explore elements related to the task. Creativity is high. Interactions are characterized by openness and sharing of information on both a personal and task level. They feel good about being part of an effective group.

Additionally, members may begin to fear the inevitable future breakup of the group, and they may resist change of any sort.

#### **Stage 4: Performing**

This stage is not always reached. If group members are able to evolve this far, their capacity, range, and depth of personal relations will expand to true interdependence. People can work independently, in subgroups, or as a total unit with equal facility. Their roles and authorities will automatically adjust to the group's changing needs.

The group is very productive. Individual members are self-assuring and no longer need group approval. Members are both task and people oriented. Group identity is solid, morale is high, and loyalty is intense. There is unity. The task function becomes genuine problem solving, leading toward optimal solutions and group development. Experimentation is allowed and there is an emphasis on achievement. The goal is productivity through problem solving and work.

#### **Stage 5: Adjourning**

This stage involves the termination of task behaviors and the detachment from relationships. A coordinate conclusion will include personal recognition for participation and achievement, and a chance for members personal goodbyes.

Concluding a group can create apprehension, and even a minor crisis. Group termination is a regression from giving up control to giving up inclusion in the group. Effective interventions in this stage are those which smooth the progress of task termination and disengagement.