Student's Name

Instructor

Institution

Due Date

Free Quote

**Q1**

Jacquelyn facilitates a psychoeducational group for men who have used violence in their domestic abuse. Its main objective is to change behavioral and attitudinal change using a cognitive behavior approach. Structured sessions are carried out with the group members, where they are taught the skill and can apply it to learn how to control abusive tendencies and develop healthy relations. The group is a court-based mandated program that referred participants with varying literacy levels and readiness for change.

**Q2**

Jacquelyn displays critical, personal, and professional characteristics required to manage her psychoeducational group effectively. She is confident (personal power), open, and has an emotional presence, which lets her stay connected with the group members and work through delicate situations. As a professional, she's very good with active listening, getting people to open up, and empathizing, which are traits needed to understand each participant's different needs and guide the discussion correctly. These traits allow Jacquelyn to establish a congenial environment where people's behavior can be changed (Scales et al., p. 17).

**Q3**

Distributive leadership is done by Jacquelyn, who helps build an environment where group members are facilitated when to take leadership roles because the group requires it this time. She carefully walks the tight line between keeping things in order (control) and letting members talk and be involved, even when things fall apart. This approach shares ownership in the group's progress and motivates collective engagement (Scales et al., p. 73-74).

**Q4**

Larry takes a dominant spot in the group and often makes others follow his beliefs. Some group members play the part of followers, being swayed by Larry's assertive personality. Resistors, like Bruce, challenge Larry and his influence openly. The roles these individuals fill in the group bring tension and dynamics that inherently impact how the group works and relates, individually and collectively. It's a battle, and Jacquelyn must find a way to facilitate it.

**Q5**

Jacquelyn is having several problems, the first of which is Larry's outright disruptive behavior, which takes up all the conversation space and alienates group members from one another, preventing them from forming and working in the group. This is an imbalanced symmetrical degree of group dynamics when it is difficult for others to partake in activities and produce seasoned accounts or meaningful interactions. She must also do her best to keep her groups together and respect them. She must do this without treating Larry's behavior and generating an inclusive and respectful environment for every participant.

**Q6**

I suggest Jacquelyn talk to Larry privately to set boundaries on respectful communication and their behavior during group sessions. Larry would know precisely the impact of his actions on the group. Jacquelyn must take things further; if the disruptive behavior persists, she should consult her supervisor for additional guidance and recommend removing Larry from the group so that it does not disrupt other members' ability to contribute and get something out of the sessions.

**Q7**

Looking back on it, Jacquelyn could have established stronger boundaries by telling Larry on the spot that his comments about women and other group members were inappropriate. If she had been more proactive early on, she could have set clear expectations for respectful communication and behavior. It may have prevented Larry's disruptive tendencies from spinning out of control or sent the signal that this whole group would not accept disrespectful behavior and make for a more constructive group.

**Q8**

According to Lewin's Change Theory, Jacquelyn can start by 'unfreezing' the group by speaking openly about the group's dysfunction, primarily Larry disrupting the group and the effect on the group. This would create the appropriate motivation for group members to identify the necessity of change. Next, she will enter the changing stage, where she can introduce new norms, such as instilling respect for communication and fair participation. The last "refreezing" stage would solidify these new behaviors to allow the group to adapt and keep healthier and better working together.

Work's Cited

Scales, T. Laine, et al. *Social Environments and Human Behavior: Contexts for Practice with Groups, Organizations, Communities, and Social Movements*. Oxford UP, USA, 2016.