Jealousy Workshop

TI 027 - Thematic

By

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http://www.utexas.edu/student/cmhc
PRE-GROUP VARIABLES

Purpose of Group:
The purpose of this group is to provide participants the opportunity to: (1) build a cognitive model of what jealousy is, (2) share their own experiences with one another, and (3) apply cognitive and affective learnings in communication with one's partner. Through such a structure, there is an emphasis on being able to more effectively recognize/label, communicate and accept aspects of jealousy in attempts toward resolution.

Assessment of need:

1. Use of jealousy as a theme of student's personal reflection papers in Psychology classes.
2. Jealousy appearing as an identifiable issue in related groups, e.g. sexuality, women's and couples' groups.
3. Support by variety of student and staff members that jealousy is a relevant issue in their lives.
4. Response to workshop in its first year.

Staff determination:

1. suggested male/female co-leaders
2. processing skills (experiential materials)

Marketing:

article in student newspaper
contact with SOTA Director (Students Older than Average)
announcement in classes
a flexibility to explore a range of behavioral responses and a new confidence in relating to others when faced with a jealousy dilemma.

Size: Maximum 16; recommend co-sex leaders

Length: 6 sessions -- 1 to 2 hours each; in addition one pre-session for testing and introduction

Membership: This group will probably be most useful to older students who have been involved in intimate relationships or, for staff.

Program Format

Session I

Objectives

This initial session, after generating some rapport, aims at beginning the recognition and labeling process through an introductory exercise and building the first components of a cognitive model. The homework allows application of the cognitive model to specific issues (i.e. possessiveness vs. freedom).

Exercises

A. Introduction

1. Trainers introduce themselves and explain structure of course; need for consistent attendance and openness.

2. Introduction of group members exercise:

   I am ________________________________.

   The possession I value most is _________________.

   I feel least free when ________________________.

B. Exercise ------- (Content to be used later in session).

   1. Coordinators place three sheets of newsprint up and write
Session II

Objectives

This session allows an expansion of the workshop's cognitive model by introducing a specific sub-model (the Triangular Model) and initiates the first communication practice. The homework's objective is to present a structured task in order to experience the issues from the previous homework.

Process

A. Discussion of homework

Any questions from Session I

B. Lecturette


   \[
   \text{ACTOR: the person who is acting jealous} \\
   \text{OBJECT: person in relationship with actor} \\
   \text{AGENT: person or persons, or thing which is identified as cause or source of the threat or loss.}
   \]

2. Jealousy more than an emotion (but includes emotional responses).
   a. behavior: ways of acting
   b. feeling: differences between primary and secondary affective responses
   c. thought: importance of cognitions and their influence on secondary feelings and later behaviors
2. Sex differences in jealousy reactions

C. Experiential

1. Have group lie down and leader will take group through some relaxation. Then the leader will either guide the group through a fantasy/ or have them remember a time* of personal loss due to separation or death.

2. What are the feelings?

3. Break into triads and discuss the experience (Was there an object, agent, actor, loss element?).

D. Homework: Considering a personal memory of loss which caused jealousy, interpret your reactions in terms of thoughts, feelings and behaviors. Be ready to share for next session.

Session IV

Objectives

The cognitive model is to become more applicable to the nucleus of jealousy conflicts by the addition of specific sexual content issues. The continual use of experiential tasks is aimed toward not only further refining of communication, but also to begin to legitimate jealousy feeling and thereby creating some basis for acceptance. The homework expects the use of labeling skills in applying group learnings to individual situations.

Process

A. Any questions or clarification of Session III?

*Depending on experience of group and the leader.
Process

A. Discussion of homework and any questions from last session

B. Lecturette: (Gordon, T., 1974) (Bach and Wyden, 1970)
   1. "I" statements (good--feedback model)
   2. "no-lose method" vs. "I win - you lose," "You win - I lose"
   3. Constructive fighting model

C. Experiential (Use of Resolutions)
   1. Use real situations from homework
   2. 2-3 in group (object, actor and observer)
      a. recognize and label feelings
      b. discuss feelings; assist actor in using "I" statements and use of "no-lose method"
      c. practice

D. Homework: using good-feedback model, try out in real situation that occur

Session VI

Objectives

This final session attempts a synthesis of the learnings generated by the cognitive, affective and behavioral structures. Evaluation of the five phases of the workshop is conducted.

Process

A. Discussion of homework
   1. How it went
   2. Areas of difficulty

B. Discussion of Model and Methods of Resolution
   1. Tie up loose ends

C. Experiential
   1. Break up into groups and practice model
If you use the inventory on the following pages or develop any adaptive form from it, please provide samples of the material, data of the results and any other relevant feedback to:

Douglas Daher  
Office of Counseling and Student Development  
222 Roosevelt Hall  
University of Rhode Island  
Kingston, R.I. 02881
You will be reading about five brief situations, written as if you were involved. After reading each passage, consider your reactions, then proceed to the following page.

SITUATION I

YOU HAVE TWO VERY CLOSE FRIENDS WHO HAVE NEVER MET EACH OTHER. YOU HAVE SPOKEN TO EACH OF THEM ABOUT THE OTHER IN VERY GLOWING TERMS. FINALLY, YOU INTRODUCE THEM TO EACH OTHER AND AS YOU MIGHT HAVE PREDICTED, THEY HIT IT OFF EXTRAORDINARILY WELL. SOON AFTER, YOU RUN INTO THEM HAVING LUNCH TOGETHER.

Before proceeding to the next page, please consider what your reactions would be in terms of your thoughts, your feelings and your actions.
### SITUATION I

#### FEELINGS

<table>
<thead>
<tr>
<th>PROBABLE REACTIONS</th>
<th>IDEAL REACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROUD</td>
<td></td>
</tr>
<tr>
<td>HAPPY</td>
<td></td>
</tr>
<tr>
<td>SECURE</td>
<td></td>
</tr>
<tr>
<td>SATISFIED</td>
<td></td>
</tr>
<tr>
<td>HURT</td>
<td></td>
</tr>
<tr>
<td>FEARFUL (OF BEING LEFT OUT)</td>
<td></td>
</tr>
<tr>
<td>REJECTED</td>
<td></td>
</tr>
<tr>
<td>RESENTFUL</td>
<td></td>
</tr>
</tbody>
</table>

If none of the above adequately represents your response, provide your own.

#### ACTIONS

<table>
<thead>
<tr>
<th>PROBABLE REACTIONS</th>
<th>IDEAL REACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>GO OVER AND JOIN THEM FOR LUNCH.</td>
<td></td>
</tr>
<tr>
<td>LEAVE BEFORE THEY NOTICED ME.</td>
<td></td>
</tr>
<tr>
<td>JUST SAY &quot;HI&quot; AND LEAVE.</td>
<td></td>
</tr>
<tr>
<td>MAKE PLANS WITH THEM FOR A FUTURE DATE.</td>
<td></td>
</tr>
<tr>
<td>STAY BUT SAY NOTHING AT FIRST.</td>
<td></td>
</tr>
<tr>
<td>WATCH FROM A DISTANCE.</td>
<td></td>
</tr>
<tr>
<td>ENCOURAGE THE FRIENDSHIP BETWEEN THEM.</td>
<td></td>
</tr>
</tbody>
</table>

If none of the above adequately represents your response, provide your own.
NOW THAT YOU HAVE READ AND CONSIDERED YOUR REACTIONS TO
SITUATION II, PROCEED TO CHOOSE RESPONSES IN THE SAME MANNER AS
BEFORE.

✓'s ARE FOR PROBABLE REACTIONS
X's ARE FOR IDEAL REACTIONS

YOU MAY MARK MORE THAN ONE ITEM AND THE SAME ITEM MAY HAVE BOTH
MARKS.

SITUATION II

THOUGHTS

PROBABLE REACTIONS

WHAT DOES THAT OTHER PERSON HAVE THAT I DON'T?

WHY IS S/HE DOING THIS TO ME?

WHAT AM I DOING WRONG?

I'LL "KILL" HIM/HER.

I'M HAPPY MY PARTNER IS HAPPY.

MAYBE I'M NOT RIGHT FOR HIM/HER.

SO WHAT, I HAVE A STRONG RELATIONSHIP WITH
HIM/HER.

S/HE DOESN'T LOVE ME AND WILL BREAK UP WITH ME.

MAYBE I SHOULD DO SOMETHING TO TURN MY PARTNER
ON WITHOUT BEING TOO OBVIOUS.

IDEAL REACTIONS

IF NONE OF THE ABOVE ADEQUATELY REPRESENTS YOUR RESPONSE, PROVIDE YOUR
OWN ________________________________
SITUATION III

YOUR FAMILY IS MOVING INTO A NEW HOUSE. IN YOUR OLD HOUSE YOU HAD THE BEDROOM YOU HAD WANTED. NOW IN THE NEW HOUSE YOU KNOW THE BEDROOM YOU WOULD LIKE, BUT FIND OUT THAT YOUR BROTHER/SISTER HAS FIRST CHOICE.

Before proceeding to the next page, please consider what your reactions would be in terms of your thoughts, your feelings and your actions.
### FEELINGS

<table>
<thead>
<tr>
<th>Probable Reactions</th>
<th>Ideal Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESENTFUL</td>
<td></td>
</tr>
<tr>
<td>HURT</td>
<td></td>
</tr>
<tr>
<td>ANGRY</td>
<td></td>
</tr>
<tr>
<td>SLIGHTED</td>
<td></td>
</tr>
<tr>
<td>ANXIOUS</td>
<td></td>
</tr>
<tr>
<td>INDIFFERENT</td>
<td></td>
</tr>
<tr>
<td>OKAY ABOUT IT</td>
<td></td>
</tr>
<tr>
<td>SATISFIED</td>
<td></td>
</tr>
<tr>
<td>COMFORTABLE</td>
<td></td>
</tr>
<tr>
<td>GENEROUS</td>
<td></td>
</tr>
</tbody>
</table>

If none of the above adequately represents your response, provide your own.

### ACTIONS

<table>
<thead>
<tr>
<th>Probable Reactions</th>
<th>Ideal Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>TALK TO MOM AND DAD</td>
<td></td>
</tr>
<tr>
<td>BE NASTY TO BROTHER/SISTER</td>
<td></td>
</tr>
<tr>
<td>BUTTER UP BROTHER/SISTER</td>
<td></td>
</tr>
<tr>
<td>USE THREATS TO INFLUENCE BROTHER'S/SISTER'S PICK</td>
<td></td>
</tr>
<tr>
<td>TALK TO BROTHER/SISTER ABOUT MY FEELING OF WANTING ROOM</td>
<td></td>
</tr>
<tr>
<td>ASK FOR BROTHER'S/SISTER'S ADVICE</td>
<td></td>
</tr>
<tr>
<td>DO NOTHING</td>
<td></td>
</tr>
</tbody>
</table>

If none of the above adequately represents your response, provide your own.
NOW THAT YOU HAVE READ AND CONSIDERED YOUR REACTIONS TO SITUATION IV, PROCEED TO CHOOSE RESPONSES IN THE SAME MANNER AS BEFORE.

✓'s ARE FOR PROBABLE REACTIONS

X's ARE FOR IDEAL REACTIONS

YOU MAY MARK MORE THAN ONE ITEM AND THE SAME ITEM MAY HAVE BOTH MARKS

SITUATION IV

THOUGHTS

PROBABLE REACTIONS

✓ WHAT ABOUT ME? I WORK HARD.

BOSS ISN'T AWARE OF OUR JOINT

MAYBE I DIDN'T HEAR WHAT THE BOSS SAID ABOUT ME

MY PARTNER IS TALENTED

I'LL TAKE IT IN STRIDE KNOWING I DID THE WORK

THE COMPLIMENT REFLECTS ON THE WHOLE PROJECT

I'LL HAVE TO WORK HARDER

IDEAL REACTIONS

X

IF NONE OF THE ABOVE ADEQUATELY REPRESENTS YOUR RESPONSE, PROVIDE YOUR OWN
SITUATION V

YOUR PARTNER AND YOU ARE SPENDING A FEW DAYS AT THE OCEAN. EACH OF YOU ARE REALLY ENJOYING YOURSELVES AND RELAXING WELL. YOU RETURN FROM THE STORE ONE AFTERNOON AND SEE YOUR PARTNER WALKING DOWN THE BEACH HOLDING HANDS WITH ANOTHER PERSON.

Before proceeding to the next page, please consider what your reactions would be in terms of your thoughts, your feelings and your actions.
### SITUATION V

#### FEELINGS

<table>
<thead>
<tr>
<th>Probable Reactions</th>
<th>Ideal Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding</td>
<td></td>
</tr>
<tr>
<td>Curious</td>
<td></td>
</tr>
<tr>
<td>Confused</td>
<td></td>
</tr>
<tr>
<td>Lonely</td>
<td></td>
</tr>
<tr>
<td>Self Pitying</td>
<td></td>
</tr>
<tr>
<td>Suspicious</td>
<td></td>
</tr>
<tr>
<td>Angry</td>
<td></td>
</tr>
<tr>
<td>Hurt</td>
<td></td>
</tr>
<tr>
<td>Shocked</td>
<td></td>
</tr>
</tbody>
</table>

If none of the above adequately represents your response, provide your own.

#### ACTIONS

<table>
<thead>
<tr>
<th>Probable Reactions</th>
<th>Ideal Reactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk to my partner later to find out story</td>
<td></td>
</tr>
<tr>
<td>Leave and brood</td>
<td></td>
</tr>
<tr>
<td>Ignore both of them</td>
<td></td>
</tr>
<tr>
<td>Discuss situation and explore possibilities</td>
<td></td>
</tr>
<tr>
<td>Go up and introduce myself</td>
<td></td>
</tr>
<tr>
<td>Confront both of them immediately</td>
<td></td>
</tr>
<tr>
<td>Pact up and move out</td>
<td></td>
</tr>
<tr>
<td>Go off and find someone else</td>
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</tbody>
</table>

If none of the above adequately represents your response, provide your own.