APPROACHES RELATED TO PURPOSE

FOR GROUP WORK
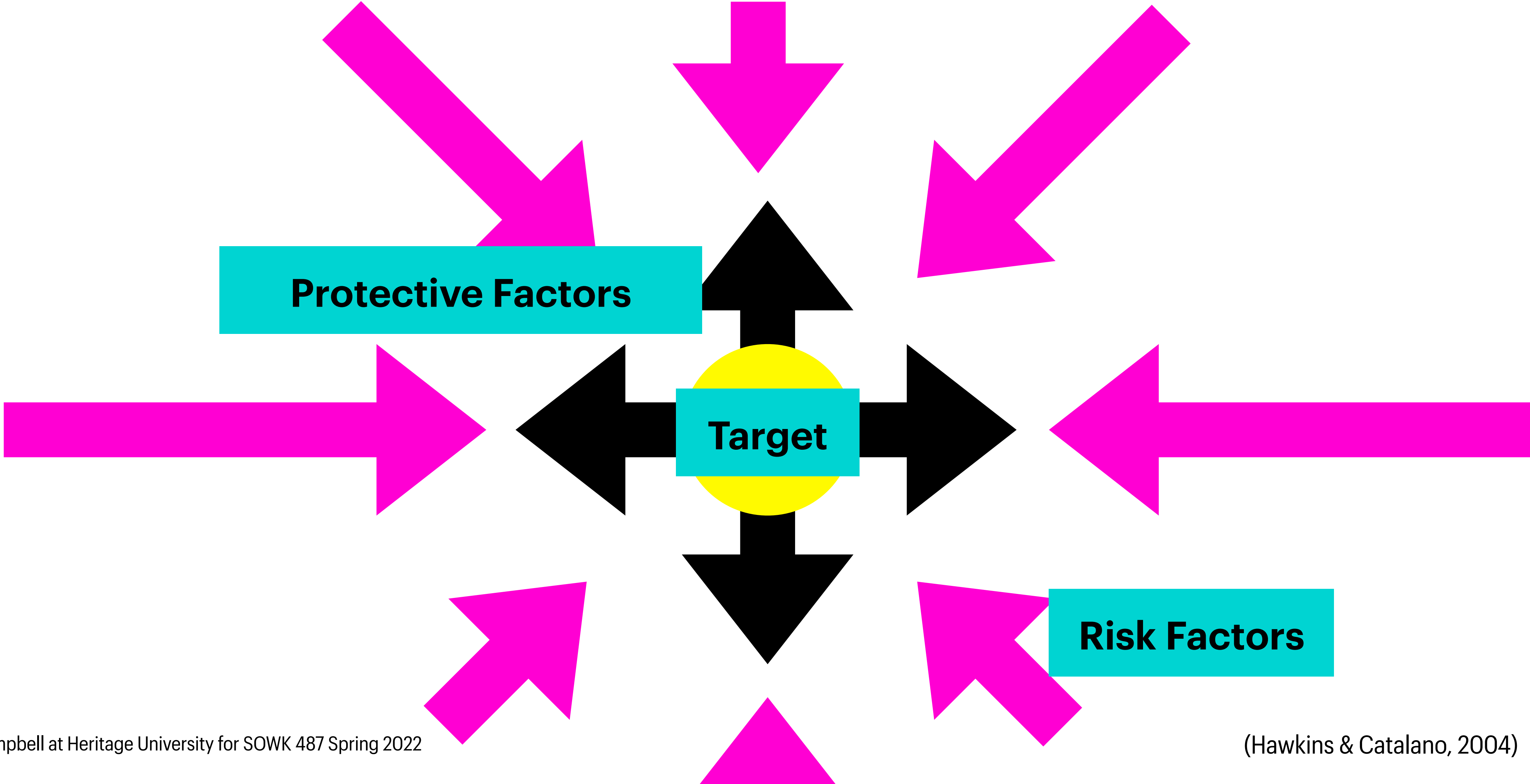
SOWK 487 - Theories of Practice II
Heritage University Spring 2022

Jacob Campbell, LICSW Ph.D. Candidate

A RISK AND PROTECTIVE FACTOR SCULPTURE

Protective Factors

Target

Risk Factors

(Hawkins & Catalano, 2004)

WEEK 11 AGENDA

FOCUS ON GROUP WORK BY PURPOSE

Psychoeducational groups

Public Health Framework

Other prevention frameworks and models

Designing a school-based intervention

GROUP WORK APPROACHES

YOUR READINGS FOR THIS WEEK

Root (2017)
Chapter 10
Psychoeducational Groups

Psychoeducation Groups

Prevention Groups

Marsiglia and Kiehne (2017)
Chapter 11
Social work with groups and drug abuse prevention with youth: Rich history and untapped potential

TEACHING AND DELIVERING INFORMATION

PRINCIPALS FOR EFFECTIVE PSYCHOEDUCATIONAL GROUPS

Selecting optimum methods for delivering information based on participant factors

Demonstrating the meaningfulness of material among group members

Creating opportunities for group members to integrate new information with existing knowledge and skills;

Encouraging retention of new information by doing

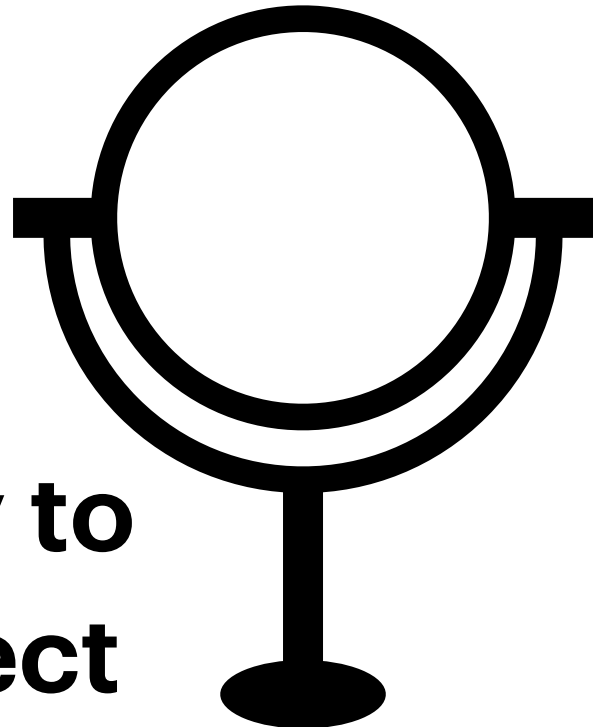(Roots, 2017)

ABILITIES IN FACILITATORS
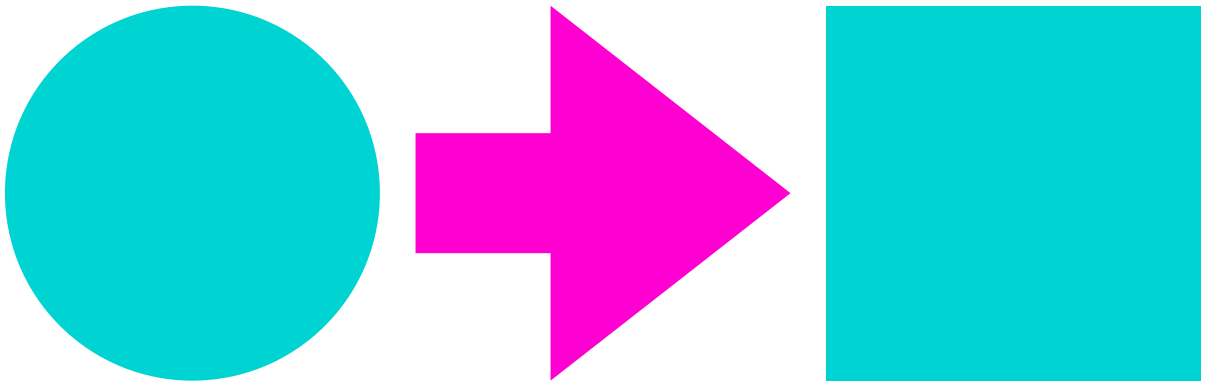
LEADERSHIP PRACTICES NECESSARY

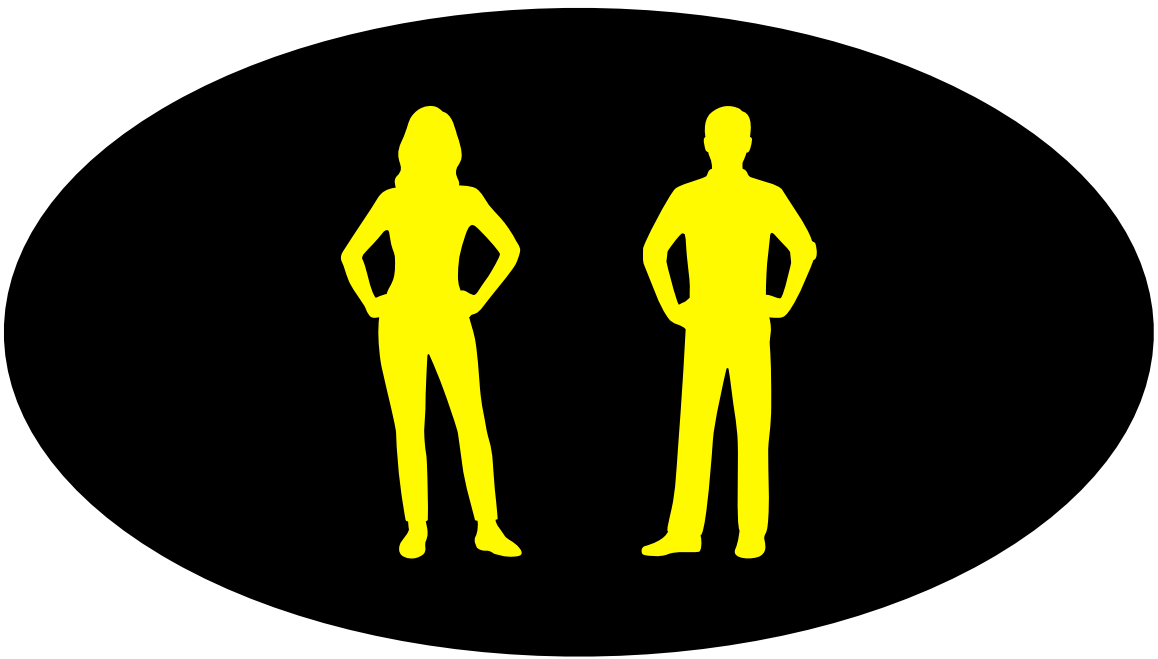**Education on preparing and delivering**
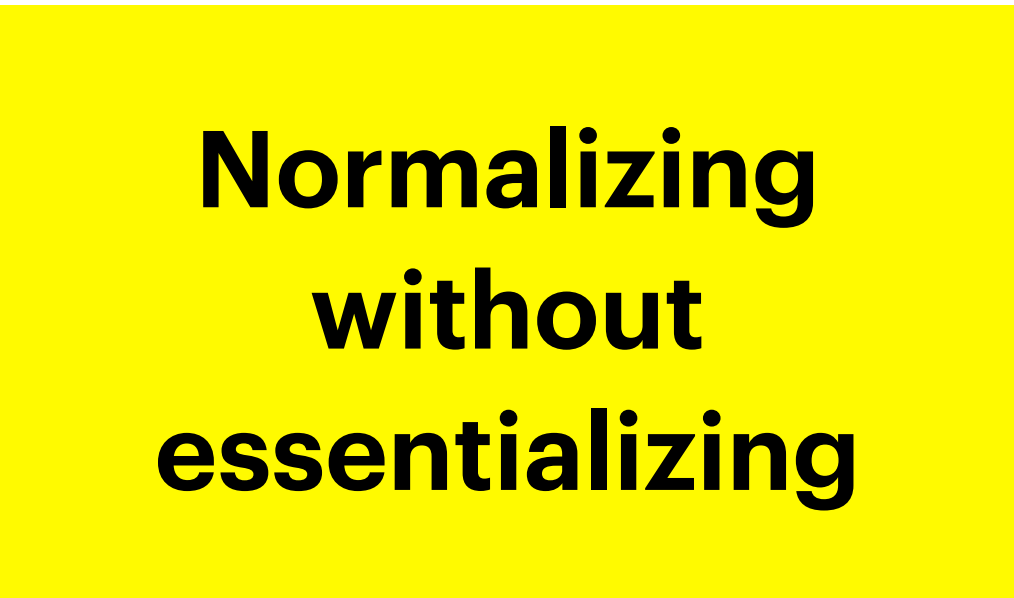
Supervision

Capacity to self-reflect

Knowledge of Group Process

Interpersonal practice skills

Normalizing without essentializing
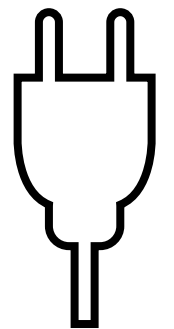
Connection with group

(Roots, 2017)

VER **SES**

STRUCTURED

RESPONSIVE GROUPS

Manualized

Process-Oriented

Integration of both processes

(Roots, 2017)
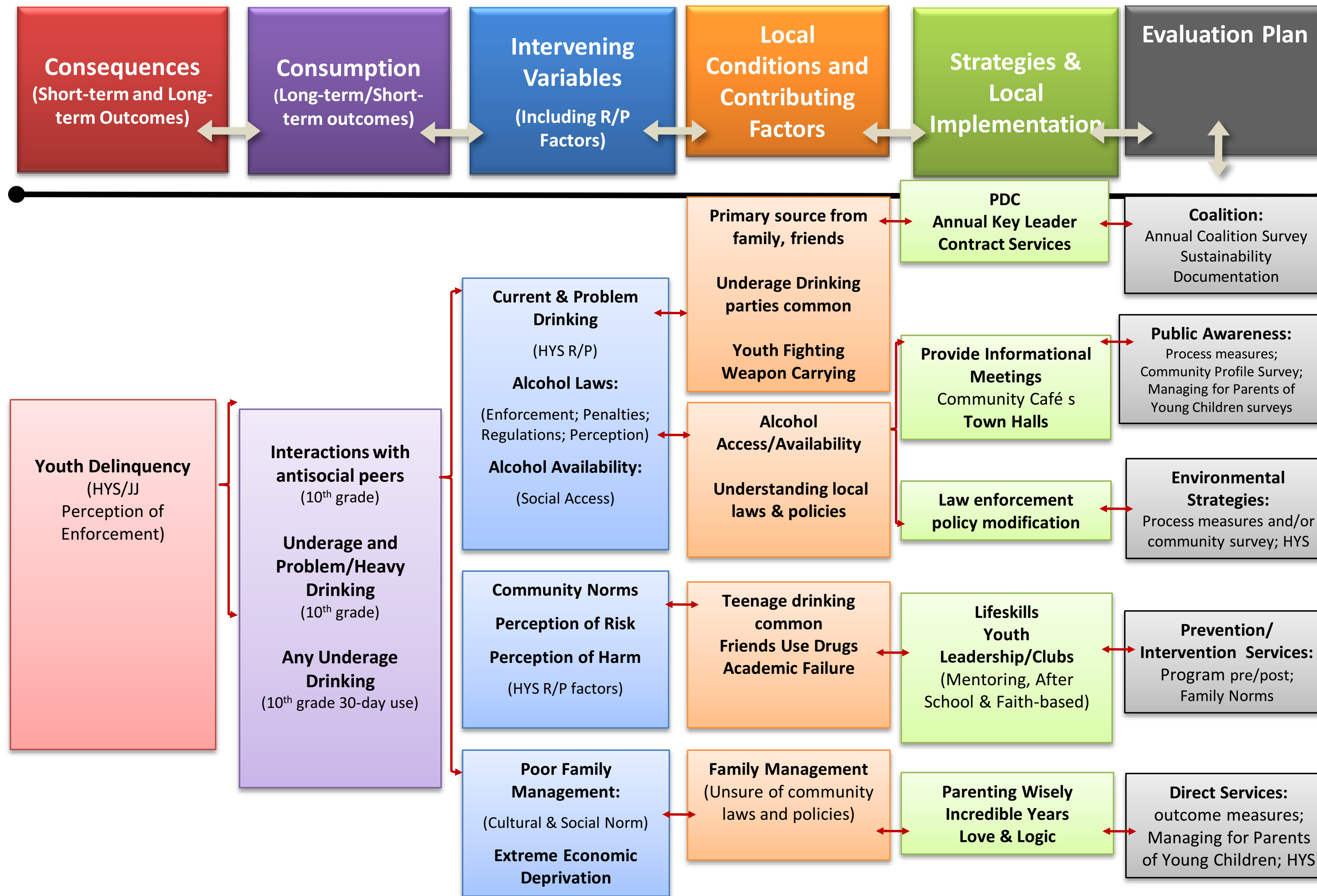
PUBLIC HEALTH FRAMEWORK

KEY IDEAS

Defining the Target

Understanding Risk and Protection
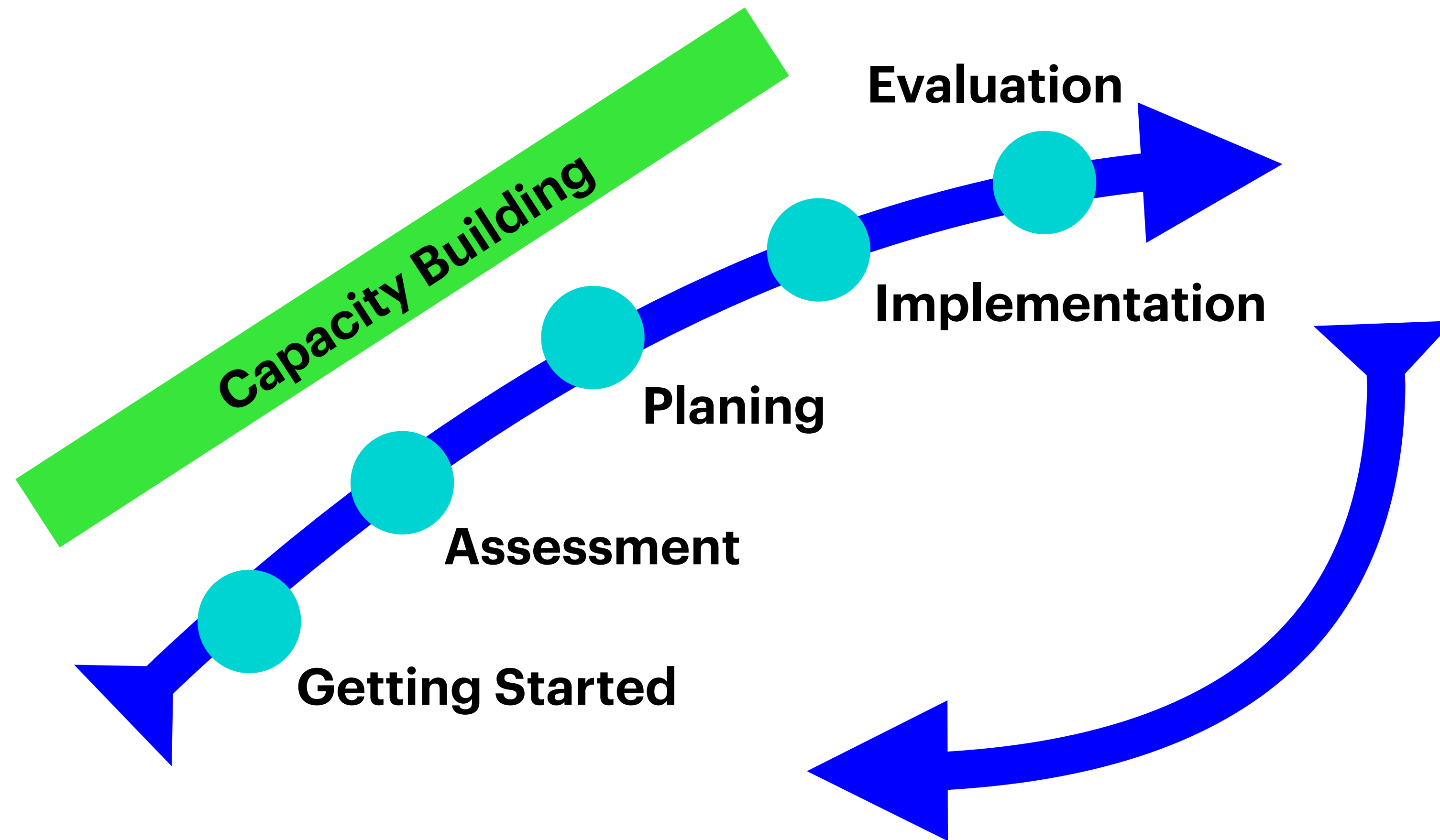
Interrupting Risk and Building Protection

Assessing the Effectiveness of Prevention
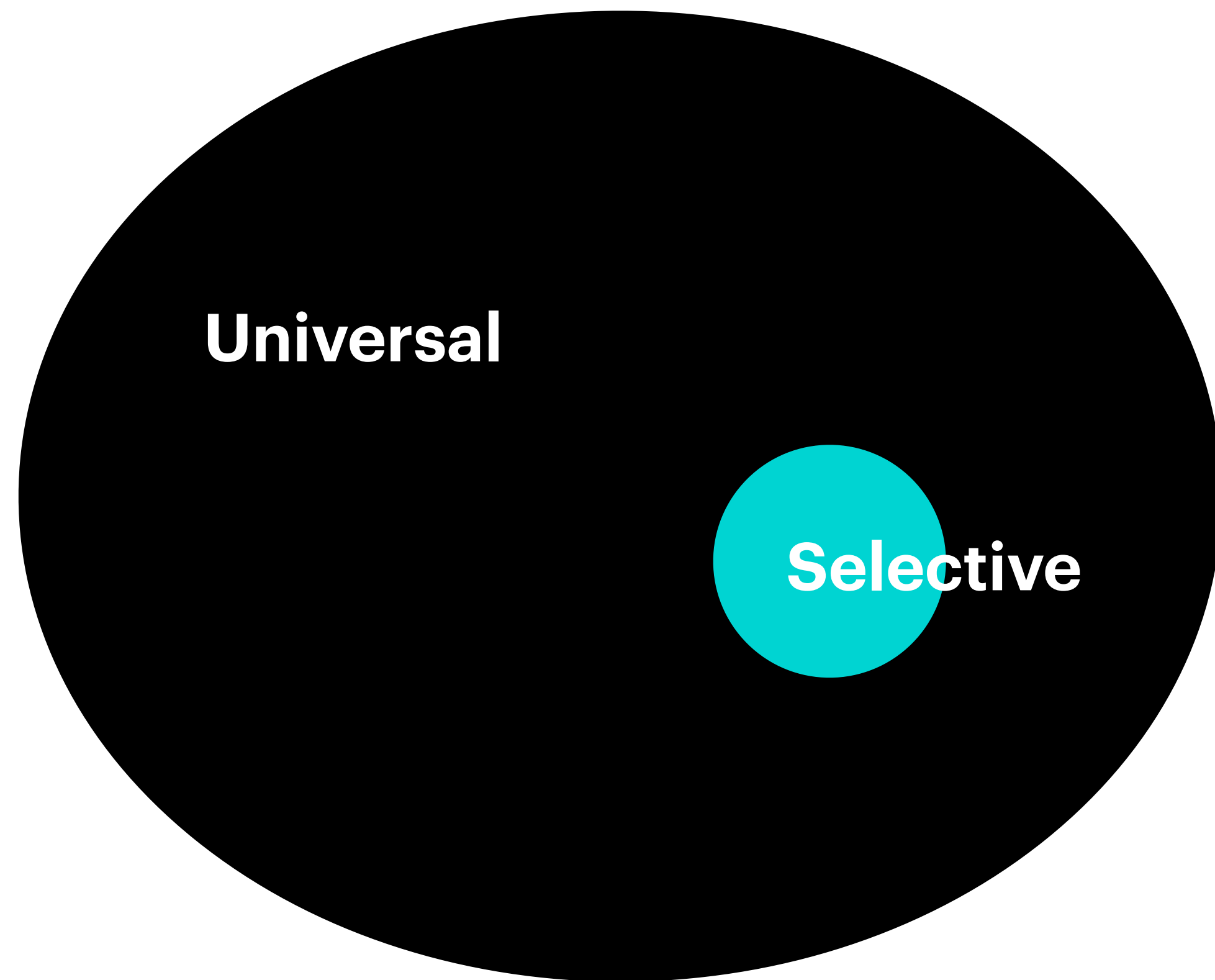
Pasco Discovery Coalition - Logic Model

Consequences (Short-term and Long-term Outcomes)	Consumption (Long-term/Short-term outcomes)	Intervening Variables (Including R/P Factors)	Local Conditions and Contributing Factors	Strategies & Local Implementation	Evaluation Plan

PDC
Annual Key Leader
Contract Services

Primary source from family, friends

Coalition:
Annual Coalition Survey
Sustainability
Documentation

Youth Delinquency
(HYS/JJ
Perception of
Enforcement)

Interactions with antisocial peers
(10th grade)

Underage and Problem/Heavy Drinking
(10th grade)

Any Underage Drinking
(10th grade 30-day use)

Current & Problem Drinking
(HYS R/P)
Alcohol Laws:
(Enforcement; Penalties; Regulations; Perception)
Alcohol Availability:
(Social Access)

Underage Drinking parties common

Youth Fighting Weapon Carrying

Alcohol Access/Availability

Understanding local laws & policies

Provide Informational Meetings
Community Café s
Town Halls

Law enforcement policy modification

Public Awareness:
Process measures;
Community Profile Survey;
Managing for Parents of
Young Children surveys

Environmental Strategies:
Process measures and/or
community survey; HYS

Community Norms
Perception of Risk
Perception of Harm
(HYS R/P factors)

Teenage drinking common
Friends Use Drugs
Academic Failure

Lifeskills
Youth
Leadership/Clubs
(Mentoring, After
School & Faith-based)

Prevention/ Intervention Services:
Program pre/post;
Family Norms

Poor Family Management:
(Cultural & Social Norm)
Extreme Economic Deprivation

Family Management
(Unsure of community laws and policies)

Parenting Wisely
Incredible Years
Love & Logic

Direct Services:
outcome measures;
Managing for Parents
of Young Children; HYS

Jacob Campbell at Heritage University for SOWK 487 Spring 2022

DBHR CPWI FRAMEWORK

A REPEATING PROCESS

Capacity Building

Evaluation

Implementation

Planing

Assessment

Getting Started

UNIVERSAL VS SELECTIVE

PREVENTION GROUPS

(Marsiglia & Kiehne, 2017)

UNIVERSAL VS SELECTIVE

PREVENTION GROUPS

Selective

Universal

Person-Environment Fit

Groups using cognitive behavioral approach to improve person in the environment fit

Human Development

Interventions should be built on research-based knowledge of human development

Culturally Competent Practice

Cultural Humility

Indicated

which are focused on needs that have been demonstrated or require a higher level of support

(Marsiglia & Kiehne, 2017)

PBIS PYRAMID

MULTI-TIERED SYSTEMS OF SUPPORT

TIER 3

Targeted & Intensive
Individual
3-5%

TIER 2

Selected
Groups
10-20%

TIER 1

Universal
75-85%
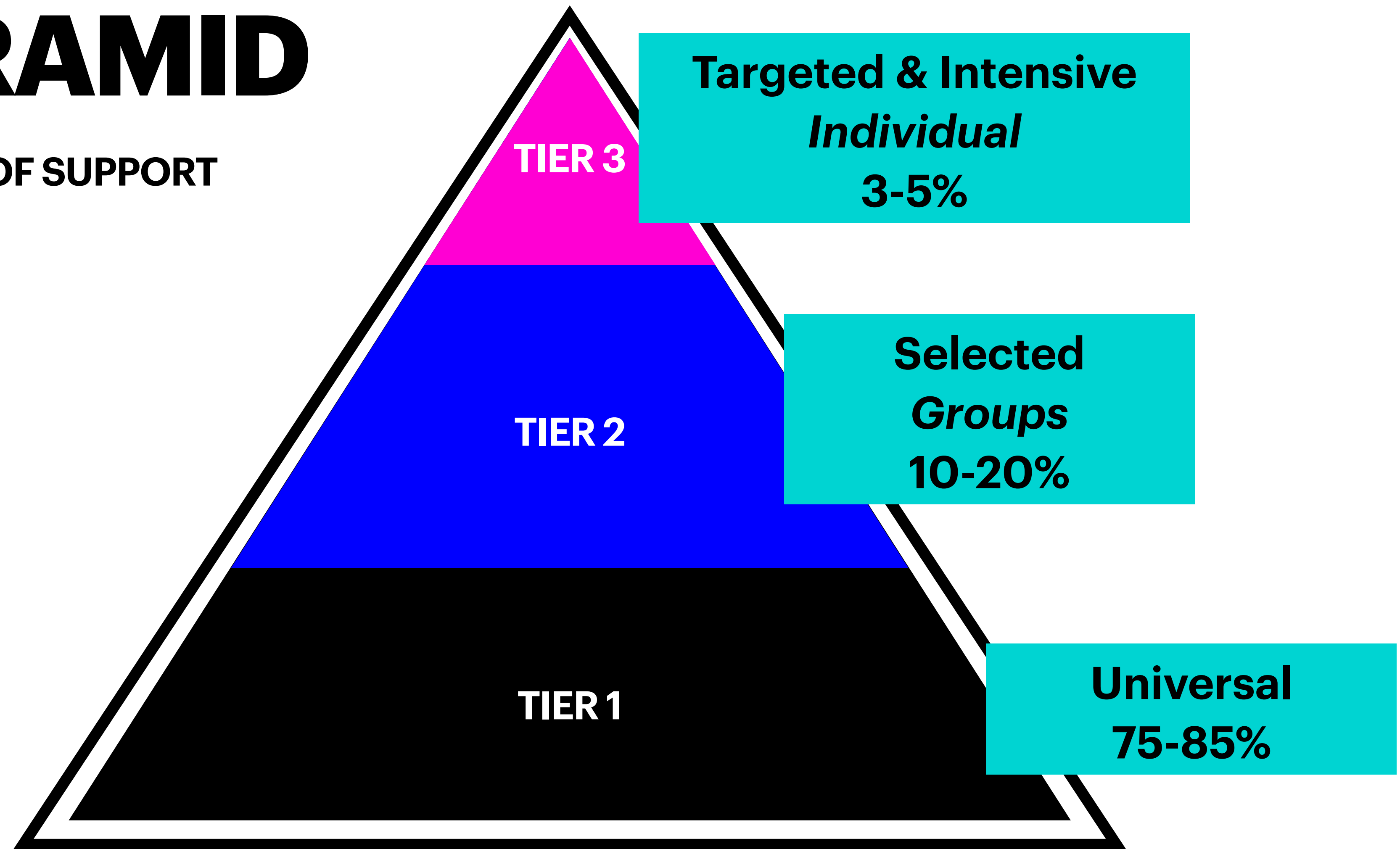
PLAN A SCHOOL BASED INTERVENTION

HOW WOULD YOU GET STARTED?
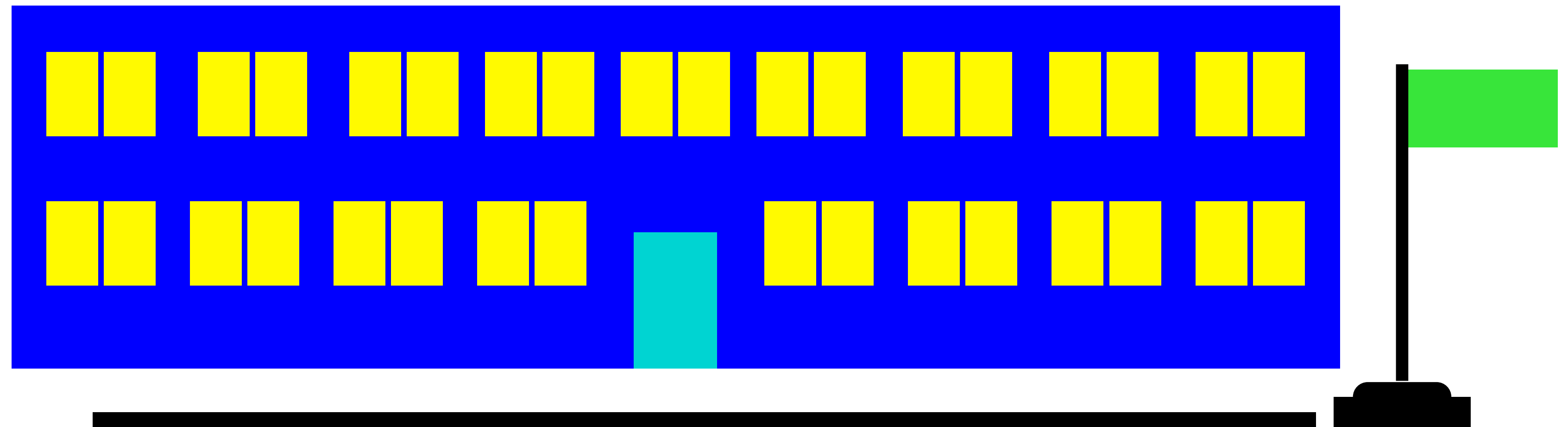
Defining the Target

Understanding Risking and Protection

Interrupting Risk and Building Protection

Assessing the Effectiveness of Prevention

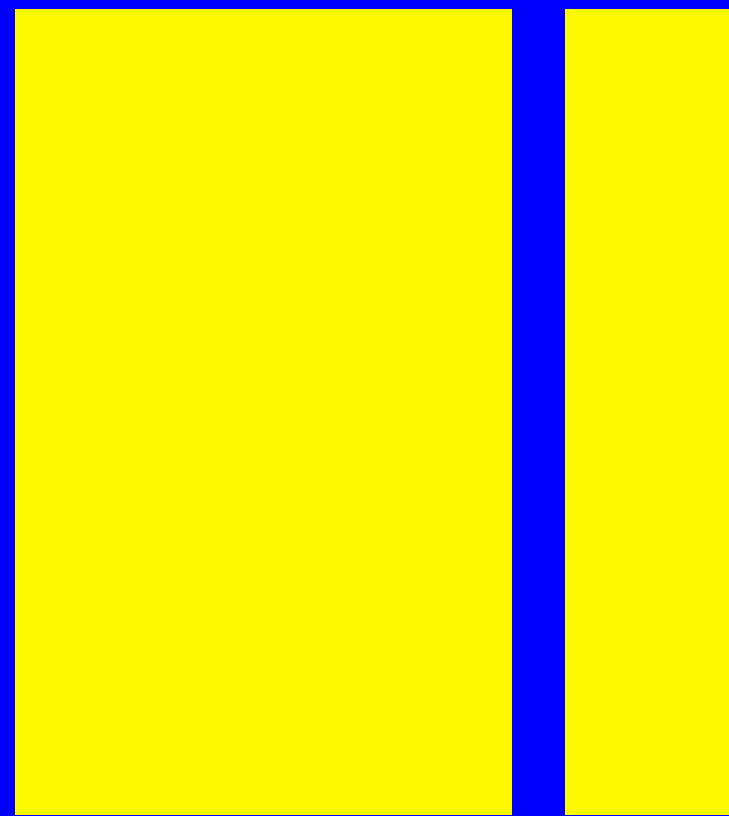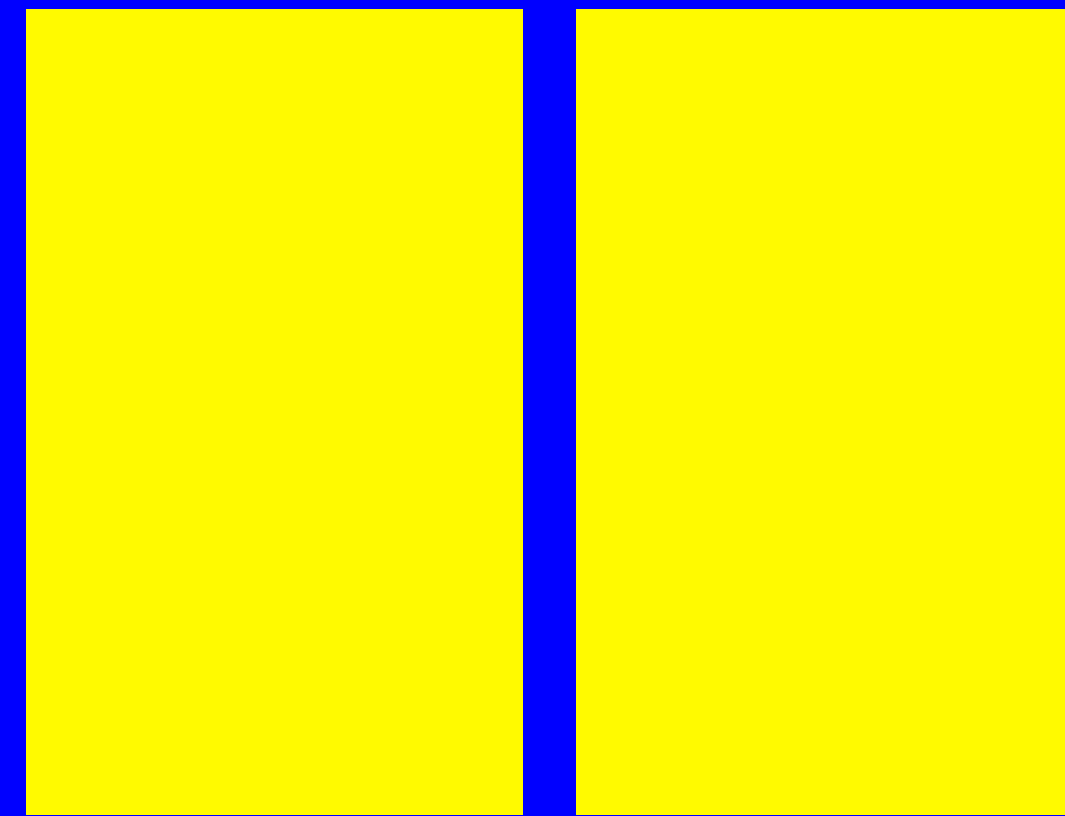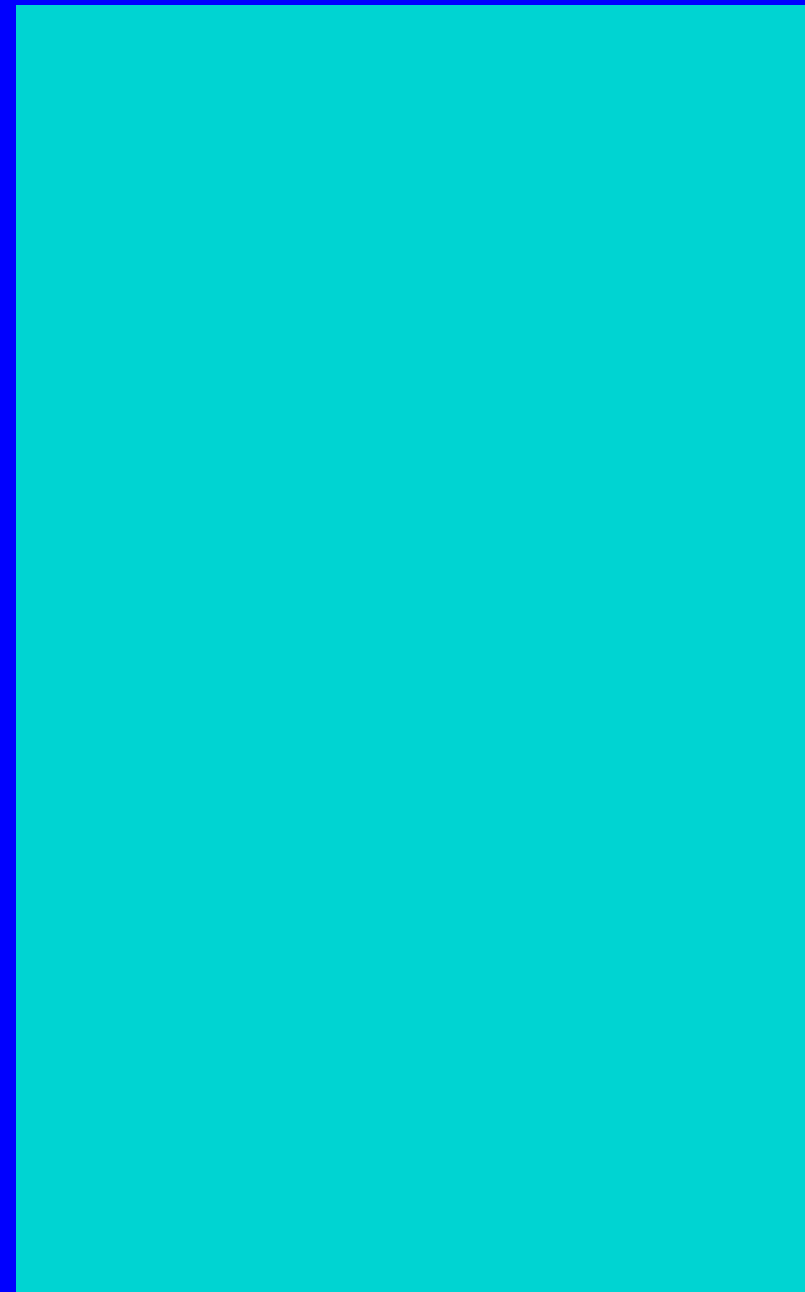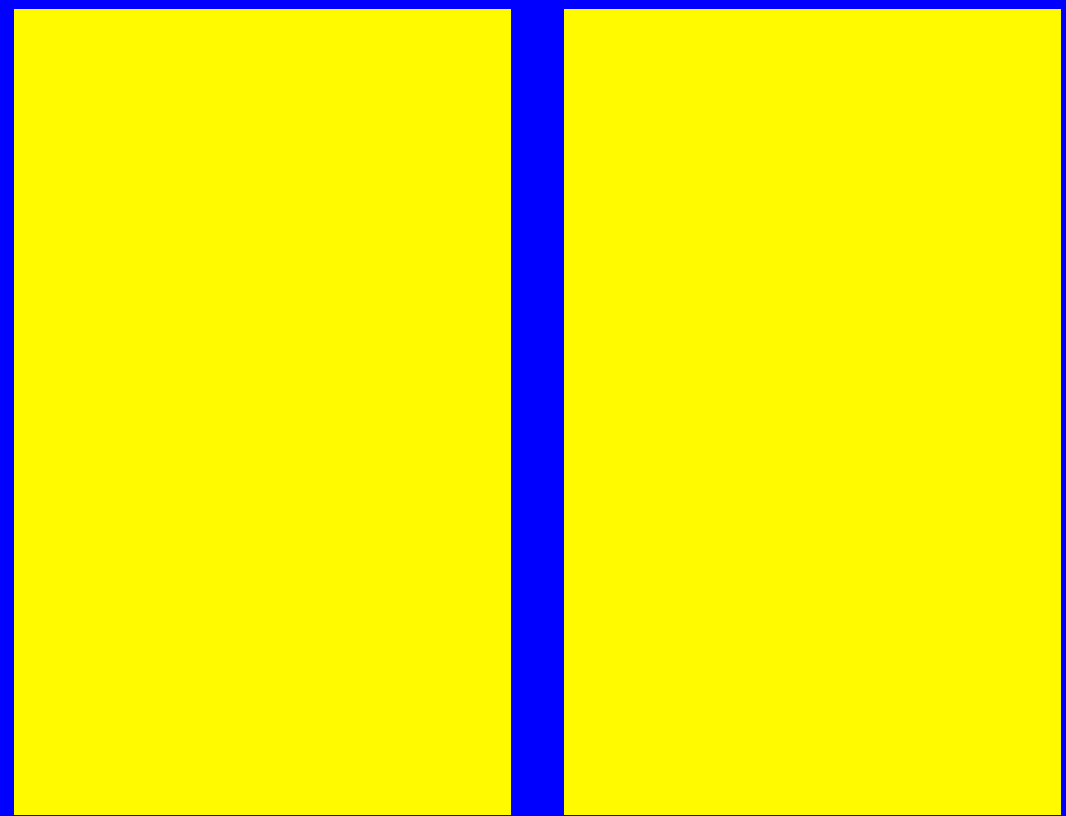# PLAN A SCHOOL BASED INTERVENTION

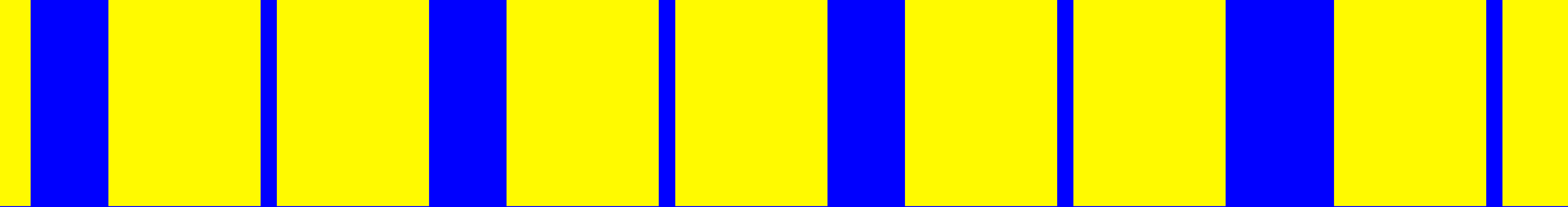**HOW WOULD YOU GET STARTED?**

Mutual Aid

Cognitive Behavioral Group Work

Self-Help or Support

Psychoeducation

Prevention Group

IMPLEMENT IT