
Practice with Groups

THE HOW TO'S OF RUNNING A GROUP

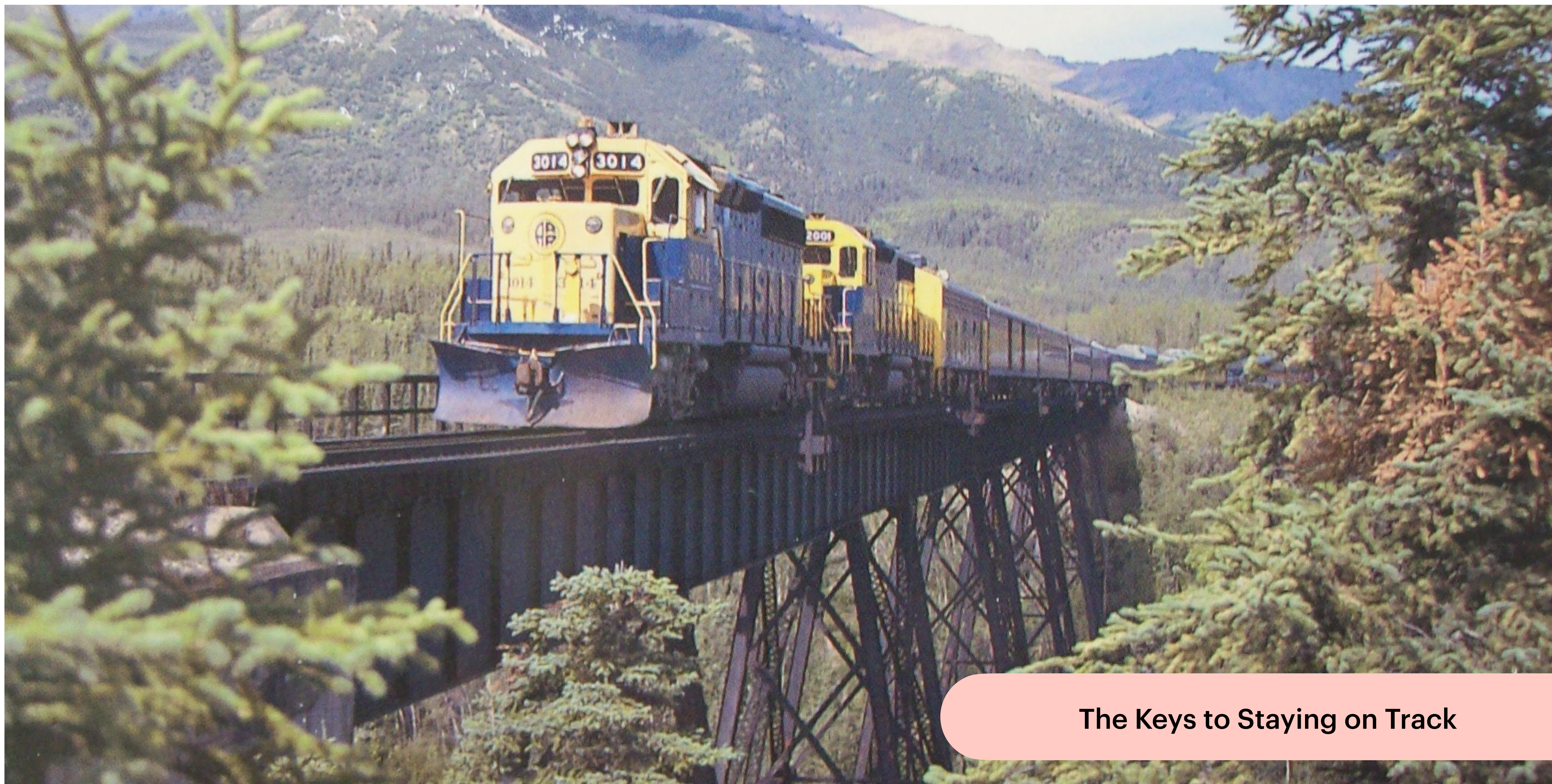
AGENDA

Week 13 for SOWK 487w

Using Activities

Prevention Groups and Public Health Model

Examples of group exercises



The Keys to Staying on Track

PLANNING FOR AND USING ACTIVITIES

Questions to Consider



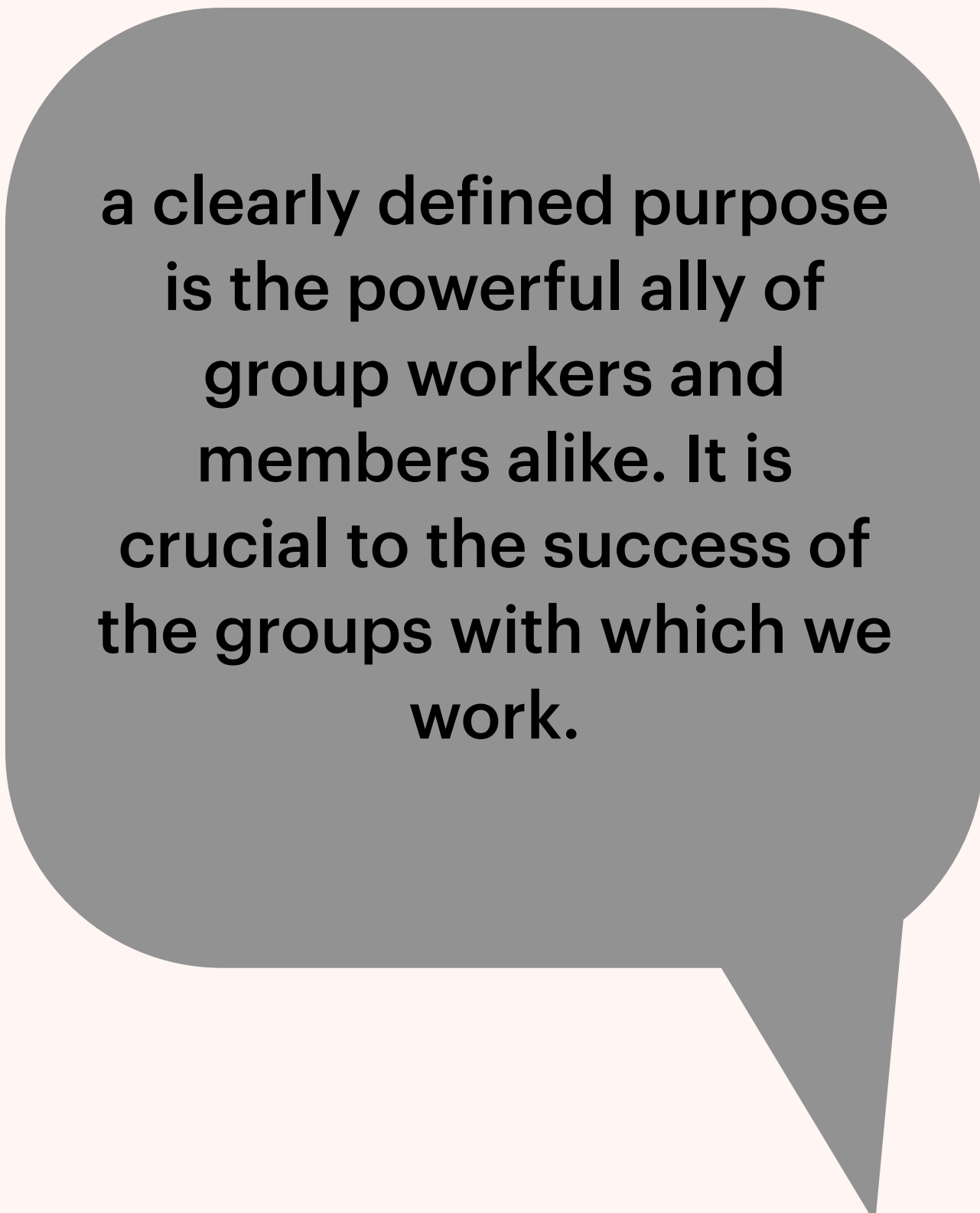
- **How prescriptive should the activity be?**
- **How is the activity regulated or controlled?**
- **What are the relationship demands or levels of interaction required?**
- **What is the level of competence required?**

(International Association of Social Work Groups & Malekoff, n.d.)

CLARITY OF GROUP PURPOSE

- **The purpose of the group can be stated clearly and concisely by both clients and the worker**
- **The stated purpose is the same for both clients and the worker, even if they might express it in different words**
- **The purpose is specific enough to provide direction and implications for group content**
- **The purpose is specific enough so that both clients and the worker will know when it has been achieved**

(p. 106)



a clearly defined purpose is the powerful ally of group workers and members alike. It is crucial to the success of the groups with which we work.

(Kurland & Salmon, 2006, p. 107)

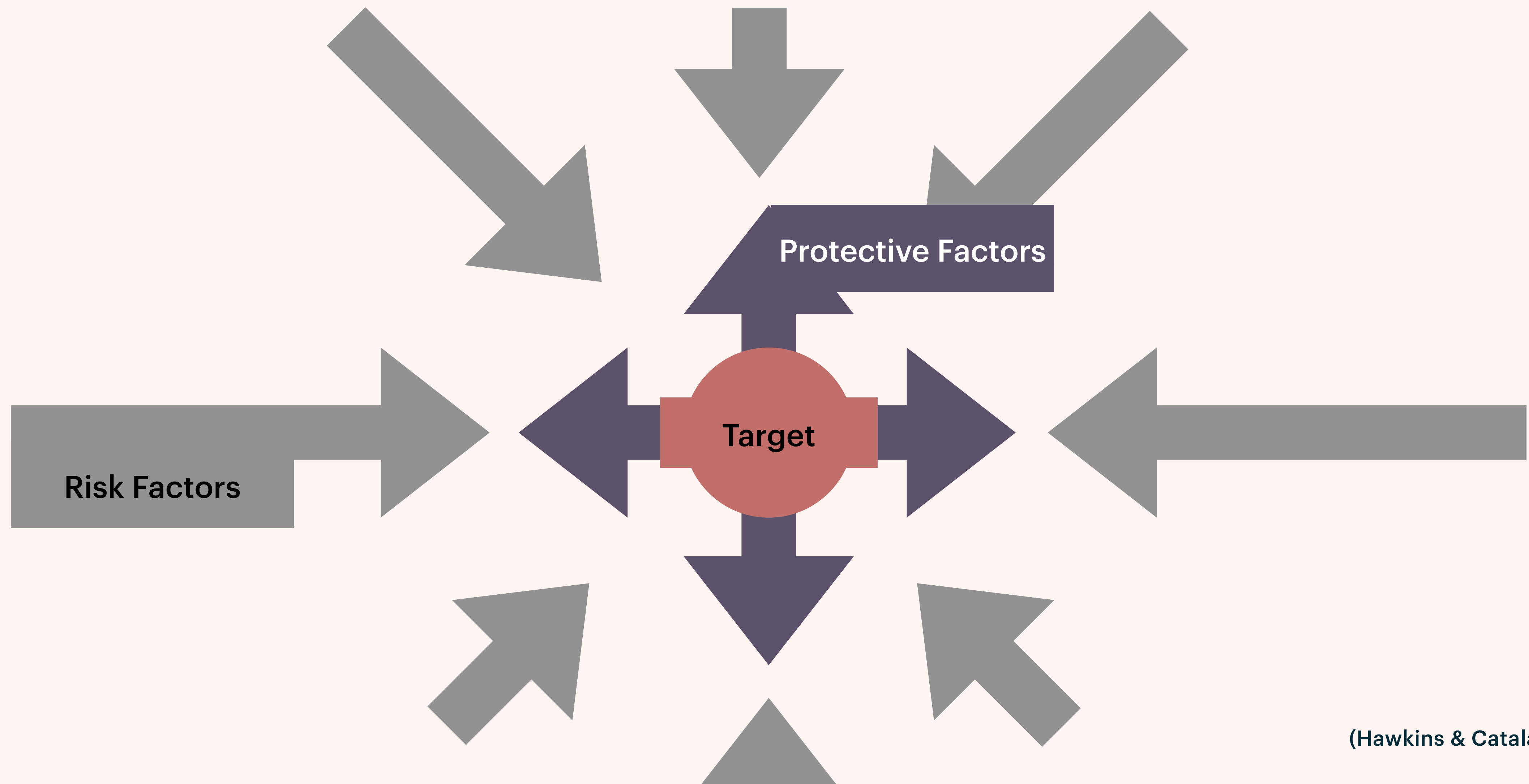
COMMON MISTAKES OF PRACTITIONERS

Related to Sharing Purpose

- **Practitioners promote a group purpose without adequate consideration of client need.**
- **Practitioners confuse group purpose with group content.**
- **Practitioners state group purpose at such a high level of generality that it is vague and meaningless and, therefore, provides little direction for the group.**
- **Practitioners are reluctant to share with the members their perceptions and ideas about the group's purpose.**
- **Practitioners function with a hidden purpose in mind that they do not share with the group.**
- **Practitioners do not understand purpose as a dynamic, evolving concept that changes over the life of the group. Instead, they view Purpose as static and fixed.**

(Kurland & Salmon, 2006, p. 108)

A RISK AND PROTECTIVE FACTOR SCULPTURE



PUBLIC HEALTH FRAMEWORK

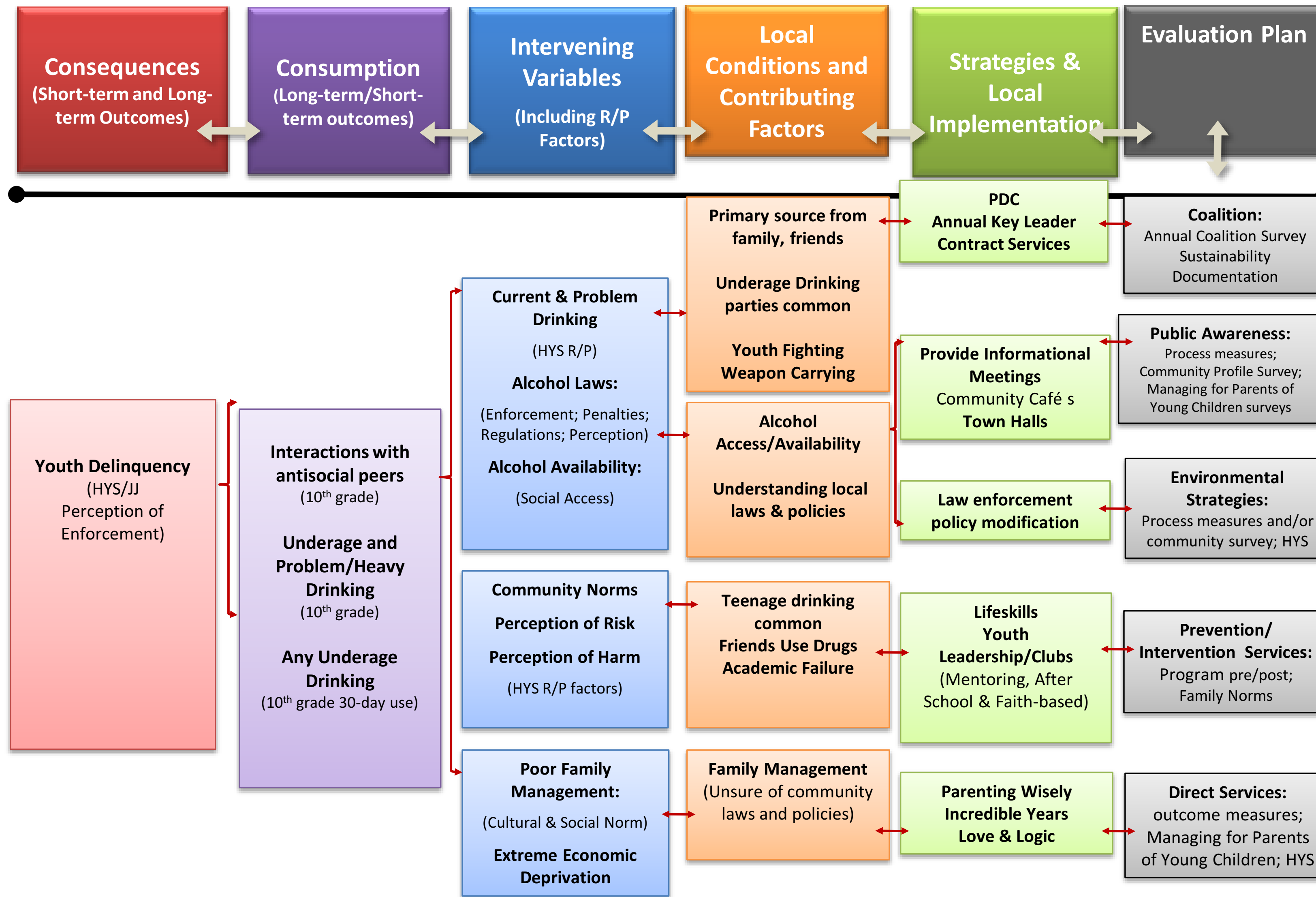
Defining the Target

Understanding Risk and Protection

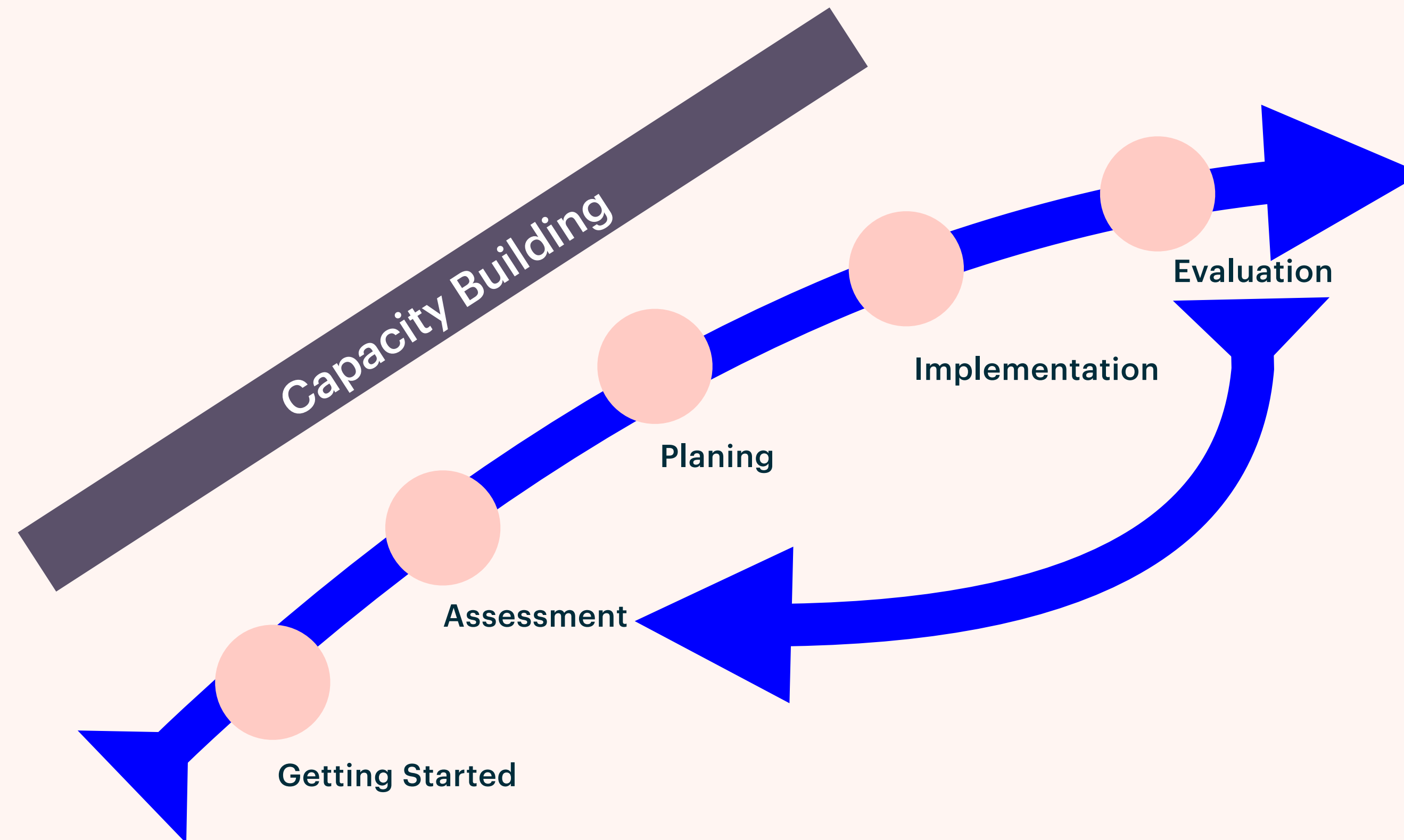
Interrupting Risk and Building Protection

Assessing the Effectiveness of Prevention

Pasco Discovery Coalition - Logic Model

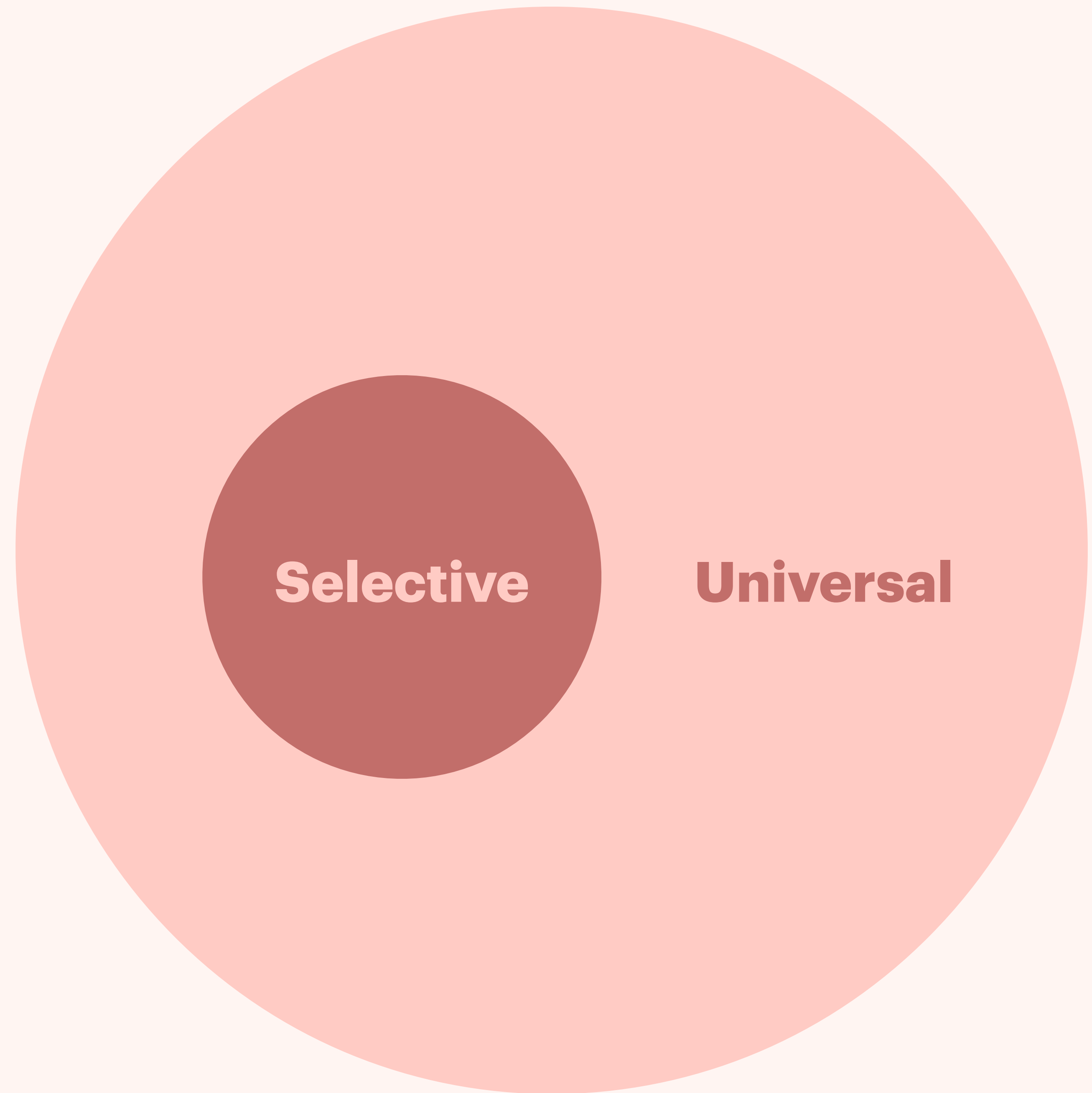


DBHR CPWI FRAMEWORK



SELECTIVE PRACTICES

Prevention Groups



Universal

Selective

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

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**

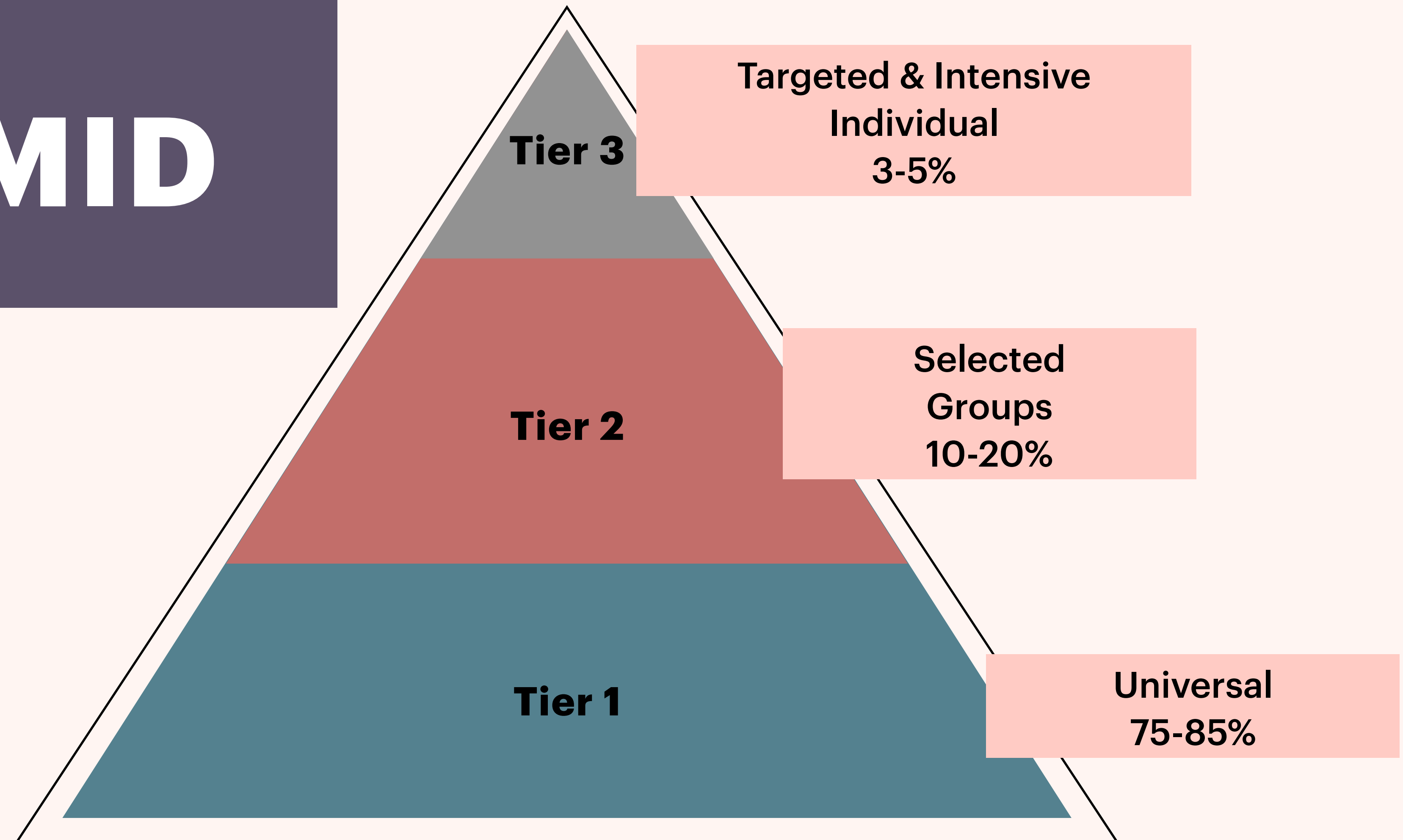
Cultural Humility

SELECTIVE PRACTICES

Prevention Groups

(Marsiglia & Kiehne, 2017)

PBIS PYRAMID



TYPES OF EXERCISES

- **Self-assessment**
- **Cognitive restructuring**
- **Role-playing**
- **Imagery**
- **Body awareness**
- **Homework**



The exercise needs to be appropriate for the age and experience levels of participants to ensure that participants have sufficient developmental resources to benefit from the experience. Congruence between the dimensions addressed in the didactic component and the dimensions experienced in the exercise is essential.

(Furr, 2000, p. 38)



String Paint & Discussion

SPEED HATING:

A Date with Discrimination

