



ARE YOU
PONDERING WHAT
I'M PONDERING?



THEORETICAL AND PHILOSOPHICAL

FOUNDATIONS OF GROUPS

PART II

ACME
LABS

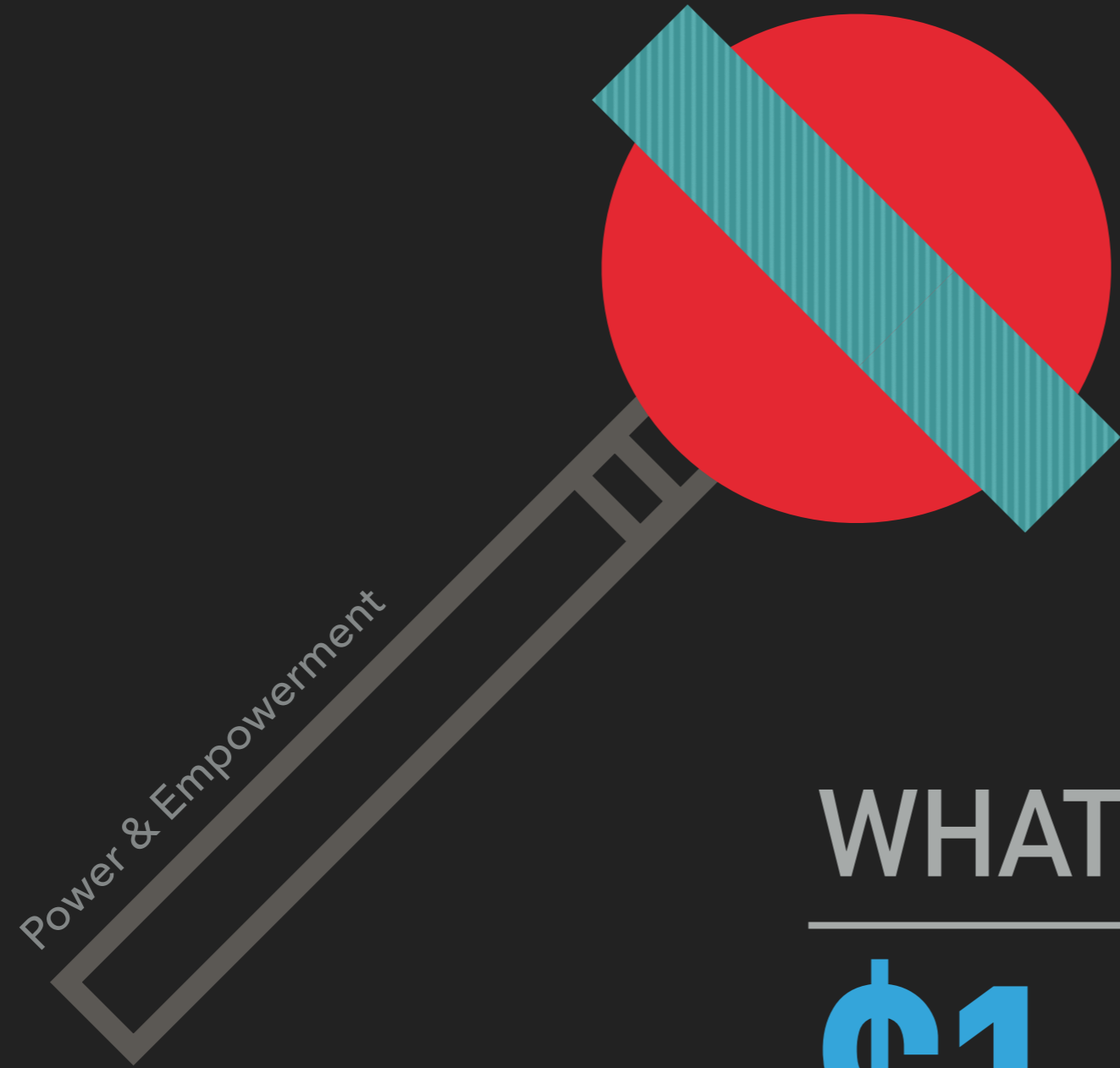
STEVEN SPIELBERG PRESENTS

PINKY and
the BRAIN

AGENDA

- ▶ Empowerment theory
- ▶ Ethics and social justice





WHAT WOULD YOU DO

\$1 MILLION

(Berks County Transition, 2012)



Jacob Campbell, MSW
Heritage University

Foundations of Groups Part II

SOWK 487
Fall 2018



EMPOWERMENT

WHAT IS IT?
WHY IT'S IMPORTANT?
HOW WE DO IT?

I AM NO BIRD; AND NO
NET ENSNARES ME: I
AM A FREE HUMAN
BEING WITH AN
INDEPENDENT WILL



— Charlotte Brontë, *Jane Eyre*

PRINCIPALS OF EMPOWERMENT THEORY

1. All oppression should be fought
2. A systematic understanding of oppression must be maintained
3. People are capable of empowering themselves
4. People need to connect with others to work on empowerment
5. Clinician and the client share power



PRINCIPALS OF EMPOWERMENT THEORY

6. Client centered with the client being encouraged to tell own story & develop own goals
7. Client as "victor not victim"
8. Social change is goal, not symptom reduction.
9. Clinicians must examine how their practice may disempower clients
10. Clinician may need to be socially and politically active to address mezzo and macro needs [local, national, global issues]



STEP 1: SELF-EFFICACY

The first step in empowerment theory is the empowering of the client. This means helping them to gain self-efficacy.

This can be done by the following:

- ▶ Skill building
- ▶ Gaining self-awareness
- ▶ Learning to navigate systems



STEP 2: CRITICAL CONSCIOUSNESS

The second step in empowerment theory is connecting the client to the "bigger picture." This means helping them to gain a critical consciousness about oppression and obstacles. Some examples of this are as follows:

- ▶ Identifying barriers
- ▶ Defining power
- ▶ Connecting the client to a group
- ▶ Letting them know they aren't alone



STEP 3: SOCIAL CHANGE

The third step in empowerment theory is creating larger social change. The following are some possible ideas:

- ▶ Creating policy and or legal changes
- ▶ Having the client act as a mentor
- ▶ Connecting to another activity that allows them to make social change



INTERVENTION/COLLABORATIVE ACTION

PLANNING

CONSCIOUSNESS RAISING / CONSCIENTIZATION

SOCIAL / COLLECTIVE ACTION

EMBEDDEDNESS IN THE COMMUNITY



INTERVENTION/COLLABORATIVE ACTION

PLANNING

CONSCIOUSNESS RAISING / CONSCIENTIZATION

SOCIAL / COLLECTIVE ACTION

EMBEDDEDNESS IN THE COMMUNITY

- ▶ Inclusive to all participants
- ▶ Clear understand purpose of the group
- ▶ Dual focus of group
- ▶ Involves risk
- ▶ Takes time



INTERVENTION/COLLABORATIVE ACTION

PLANNING

This is when the start of the collaborate action...

CONSCIOUSNESS RAISING / CONSCIENTIZATION

- ▶ Mutual aid model

SOCIAL / COLLECTIVE ACTION

- ▶ Developing actions to address needs expressed

EMBEDDEDNESS IN THE COMMUNITY



INTERVENTION/COLLABORATIVE ACTION

PLANNING

CONSCIOUSNESS RAISING / CONSCIENTIZATION

SOCIAL / COLLECTIVE ACTION

EMBEDDEDNESS IN THE COMMUNITY

Implement the actions to address expressed needs



INTERVENTION/COLLABORATIVE ACTION

PLANNING

CONSCIOUSNESS RAISING / CONSCIENTIZATION

SOCIAL / COLLECTIVE ACTION

EMBEDDEDNESS IN THE COMMUNITY

- ▶ Poststage portion of the group
- ▶ What does it look like when you are finished or end
- ▶ How do we consolidate changes made

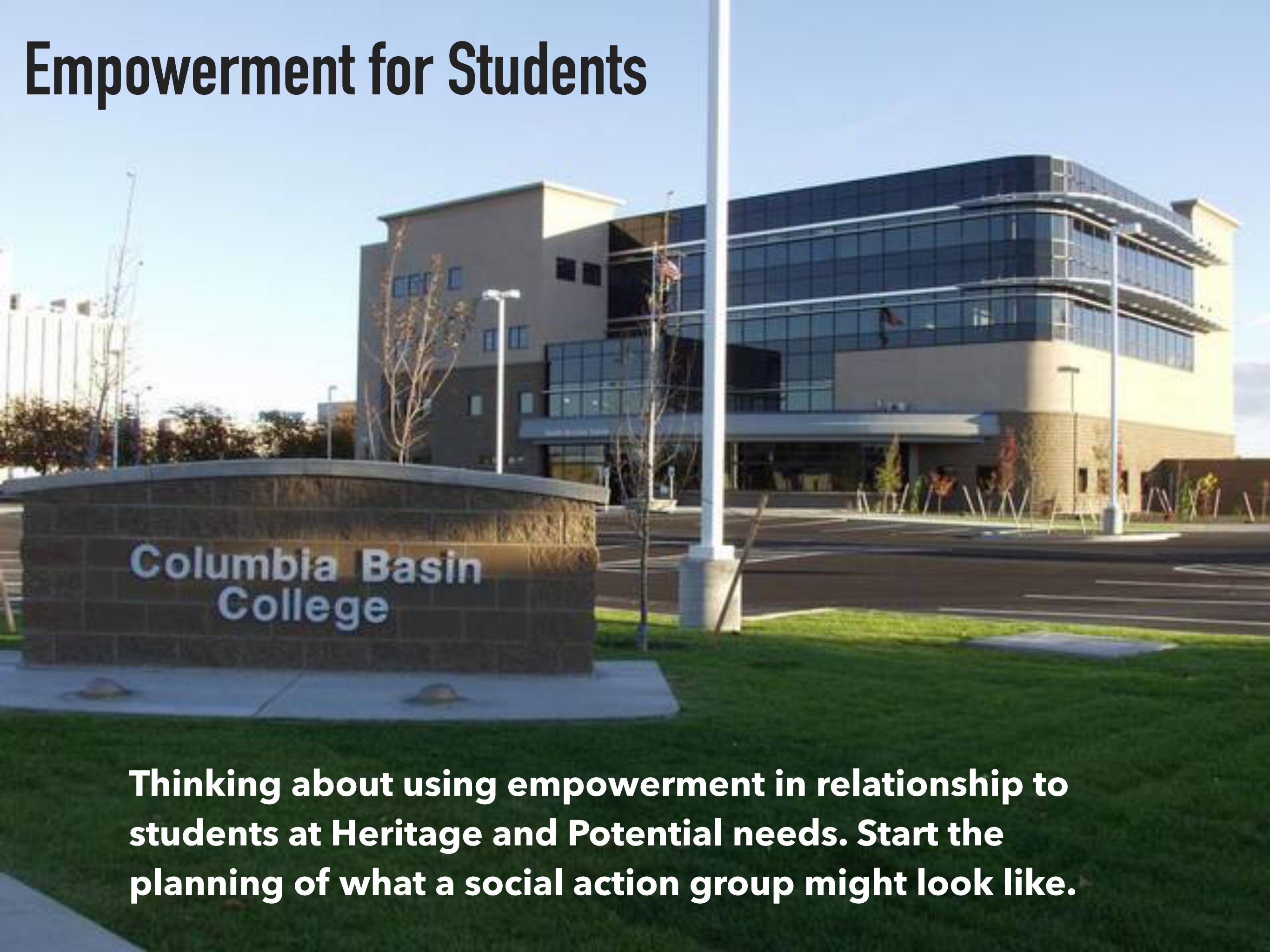


DR. ANDREA MONTGOMERY DI MARCO, PH.D.

- ▶ How a Group of Refugee-immigrant Women Living in the Diaspora in Metro-Vancouver Define Flourishing and Experience Participatory-Hospitality: A Feminist Participatory Action Research



Empowerment for Students

A photograph of a modern, multi-story building with large glass windows and a brick base. In the foreground, there is a stone sign with the text "Columbia Basin College". The scene is set outdoors with a clear blue sky and some trees in the background.

Columbia Basin
College

Thinking about using empowerment in relationship to students at Heritage and Potential needs. Start the planning of what a social action group might look like.

TASKS IN THE EVENT OF AN ETHICAL DILEMMAS

- ▶ Identify ethical issues
- ▶ Determining appropriate help
- ▶ Thinking critically
- ▶ Managing conflict
- ▶ Planning and implementing decisions
- ▶ Evaluating and follow-up



WORK WITH GROUPS CASE EXAMPLES

Break Out Session 1

Pawlukewicz and Ondrus (2013) have a journal article, *Ethical dilemmas: The use of applied scenarios in the helping professions. Appendix A (at the end) has a set of numbered scenarios. Talk about the following: 3, 7, 9, 11, 17, 22, and 25.*

Break Out Session 2

Garland (2010) in her book, *The Groups Book Psychoanalytic Group Therapy: Principles and Practice*, has a number of vignettes. I've provided Vignette D: Verbal abuse. Read through the example and the discussion. What are thoughts that it brings up and considerations we should have?

Break Out Session 3

Goodrich and Luke (2015) in their book, *Group Counseling with LGBTQI Persons* provide a number of great case examples and discussions. An example about starting an empowerment group. Read through the example and the discussion. What are thoughts that it brings up and considerations we should have?



UNDERLYING VALUES ORIENTATIONS FOR SOCIAL JUSTICE GROUP WORK

Solidarity

**Shared
leadership**

Tolerance

Inclusion

Empowerment

Cultural Humility

Trust

