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ARE YOU
PONDERING WHAT
I'M PONDERING?



SOWK 487
Spring 2023

THEORETICAL FRAMEWORKS

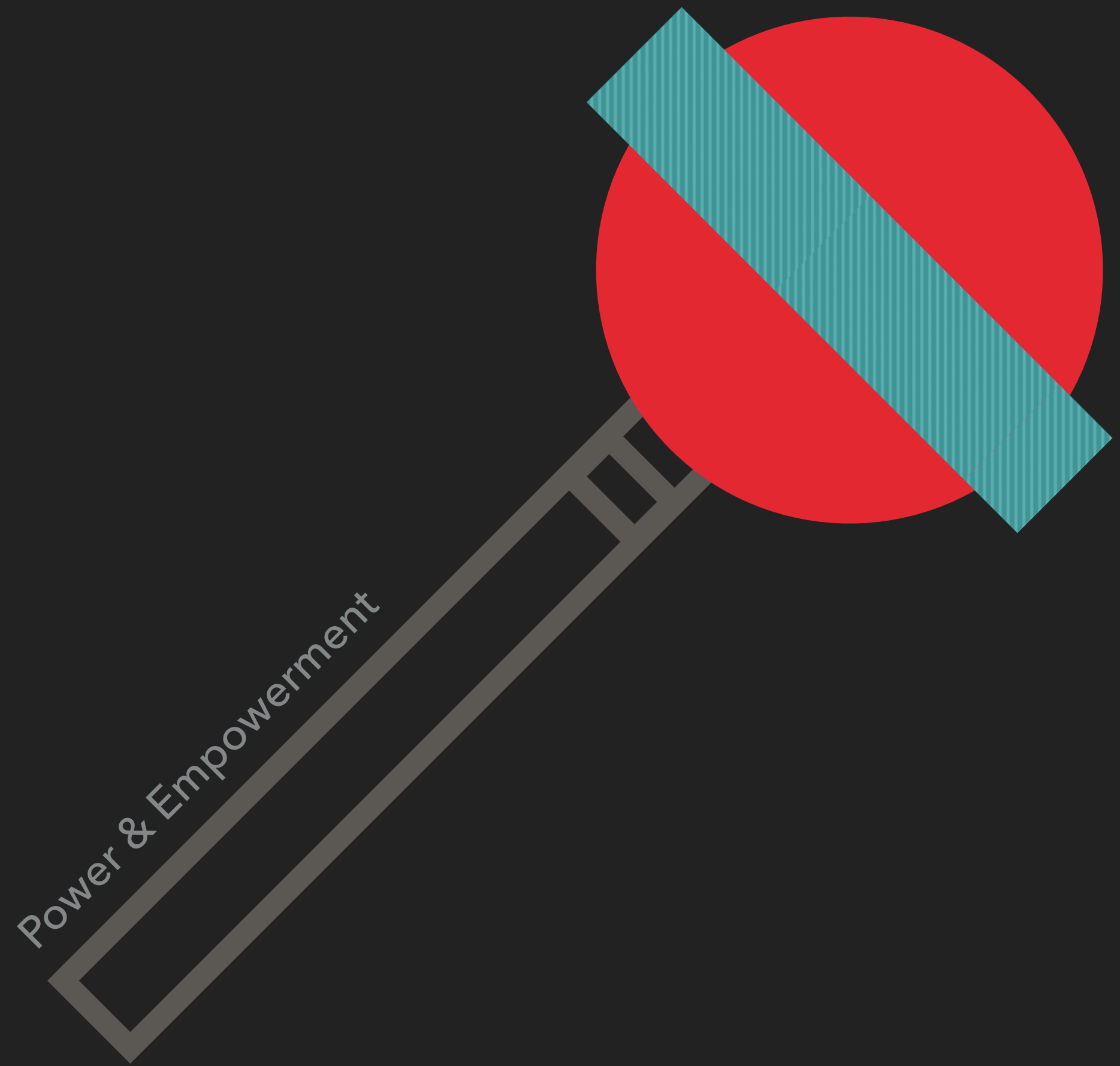
IN GROUP FACILITATION

ACME
LABS

STEVEN SPIELBERG PRESENTS

PINKY and
the BRAIN

Pinky and
The Brain
Theme Song



WHAT WOULD YOU DO

\$1 MILLION

(Berks County Transition, 2012)



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WORK WITH GROUPS CASE EXAMPLES

Group 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.*

Group 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?*

Group 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?



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*

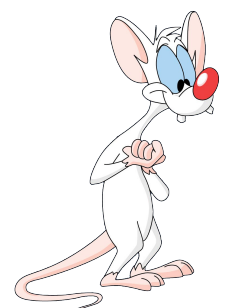
PRINCIPALS OF EMPOWERMENT THEORY

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



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



INTERVENTION/COLLABORATIVE ACTION

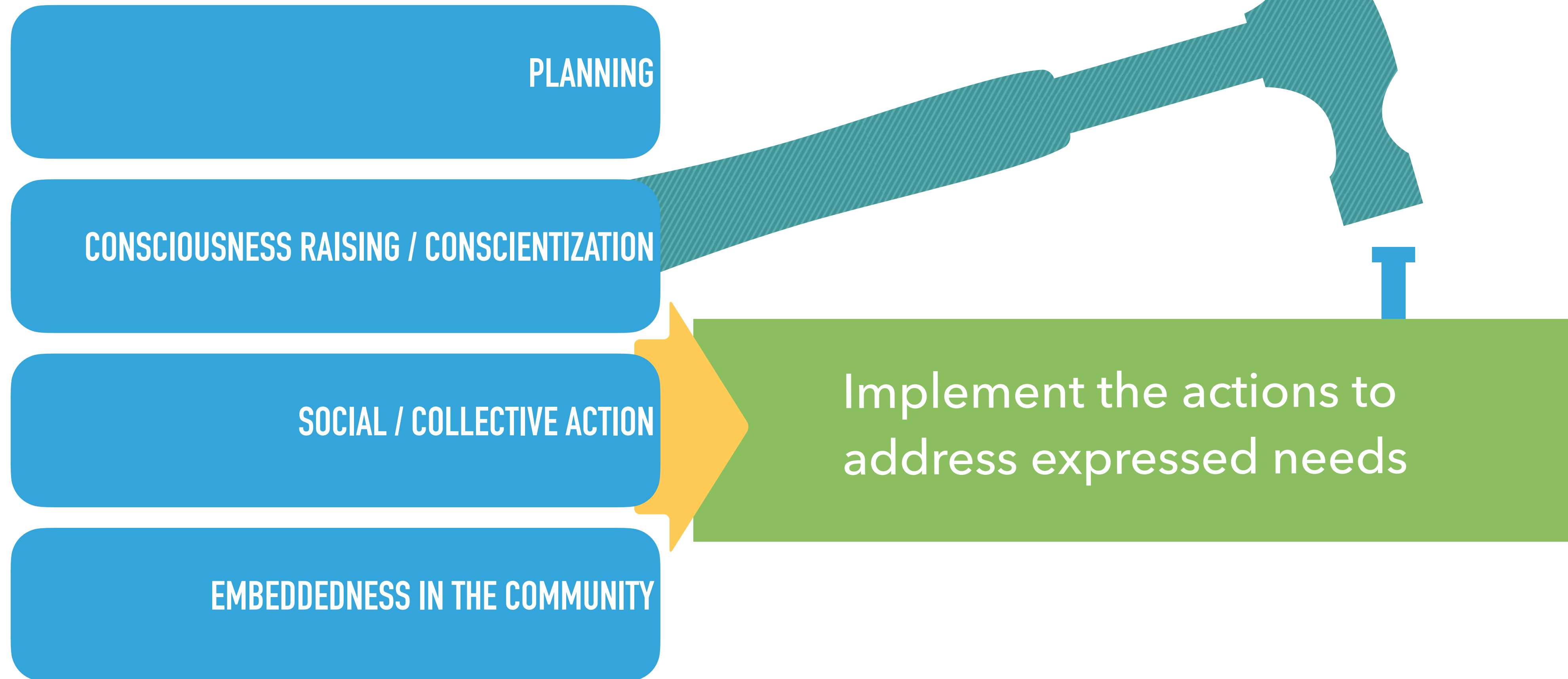


This is when the start of the collaborate action...

- ▶ Mutual aid model
- ▶ Developing actions to address needs expressed



INTERVENTION/COLLABORATIVE ACTION



INTERVENTION/COLLABORATIVE ACTION

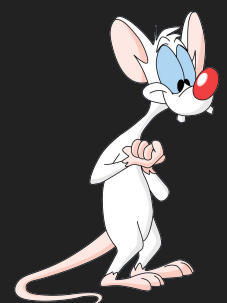


- ▶ Poststage portion of the group
- ▶ What does it look like when you are finished or end
- ▶ How do we consolidate changes made



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

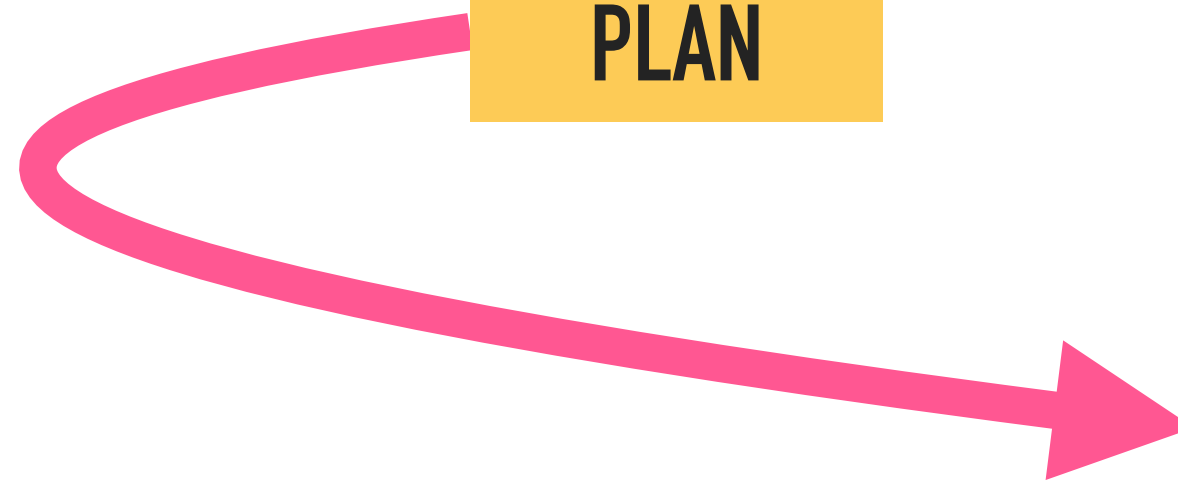


PRACTICE PLANNING GROUPS

SELECT A POPULATION

- ▶ People charged with domestic violence
- ▶ Middle school students with diabetes
- ▶ Teenage fathers
- ▶ Families of people with schizophrenia
- ▶ Elementary school children who have been exposed to family or community violence
- ▶ Parents and community members who wish to change a school policy on suspensions
- ▶ People newly admitted to an assisted living facility
- ▶ Seventh and eighth graders who have no friends
- ▶ Teens who want to start a Gay-Straight Alliance in their high school
- ▶ Premarital couples
- ▶ Widowers
- ▶ People concerned about bullying in a school

MAKE A PLAN



The name you will give the group

The type of group

A one-sentence statement of purpose

The size of the group

The length, structure, and format


The location where you will meet

Important factors in group composition

How you will recruit and screen members



Empowerment for Students

A photograph of Columbia Basin College. In the foreground, a large, dark stone sign with the college's name is visible. Behind it is a modern, multi-story building with a mix of brick and large glass windows. The scene is set outdoors on a clear day with some trees and a parking lot in the background.

Columbia Basin
College

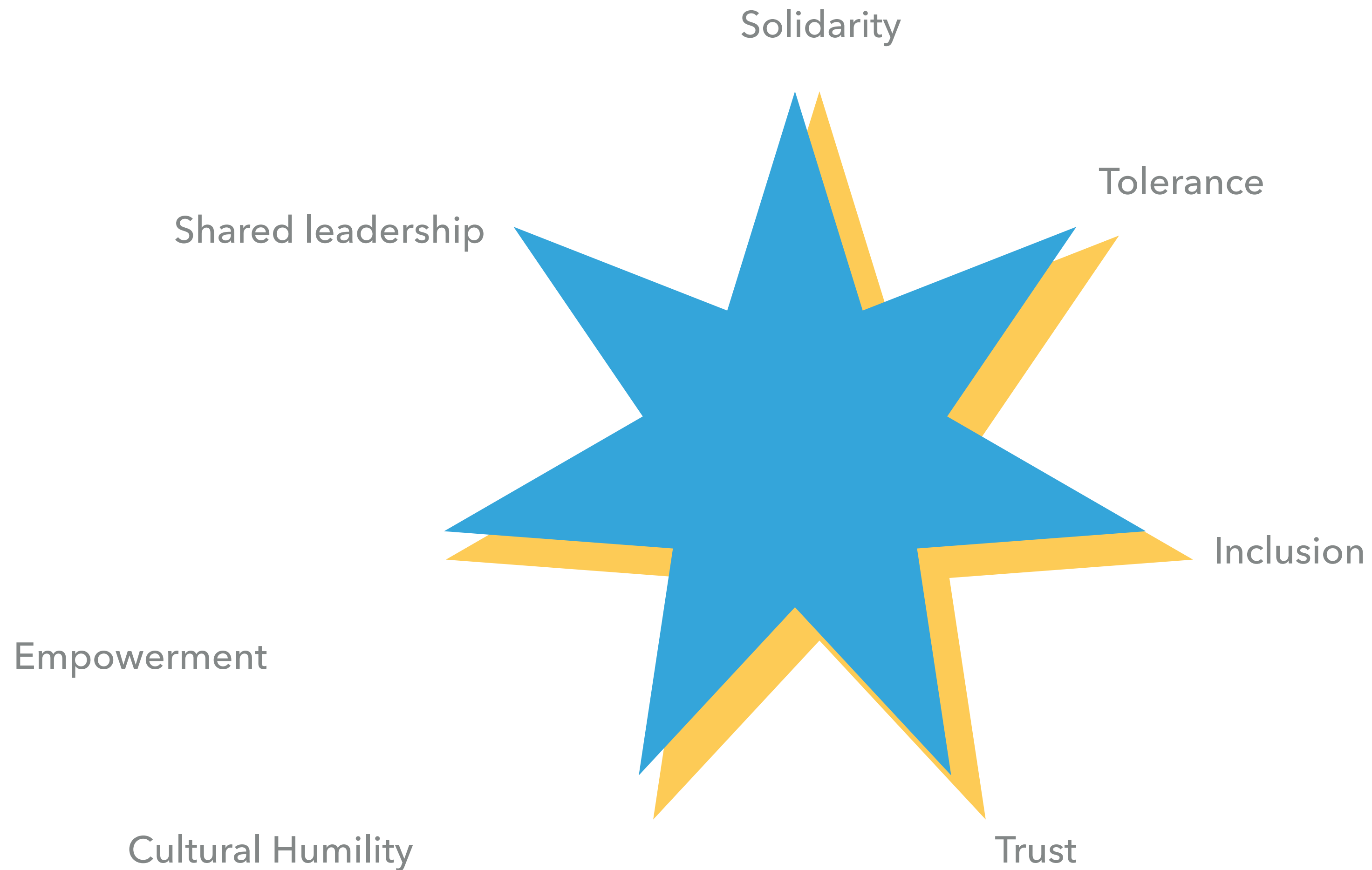
Thinking about using empowerment in relationship to students at Heritage and Potential needs. Start the planning of what a social action group might look like.

TASKS IN THE EVENT OF AN ETHICAL DILEMMAS

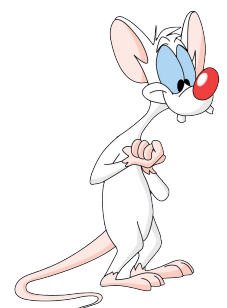
- ▶ Identify ethical issues
- ▶ Determining appropriate help
- ▶ Thinking critically
- ▶ Managing conflict
- ▶ Planning and implementing decisions
- ▶ Evaluating and follow-up



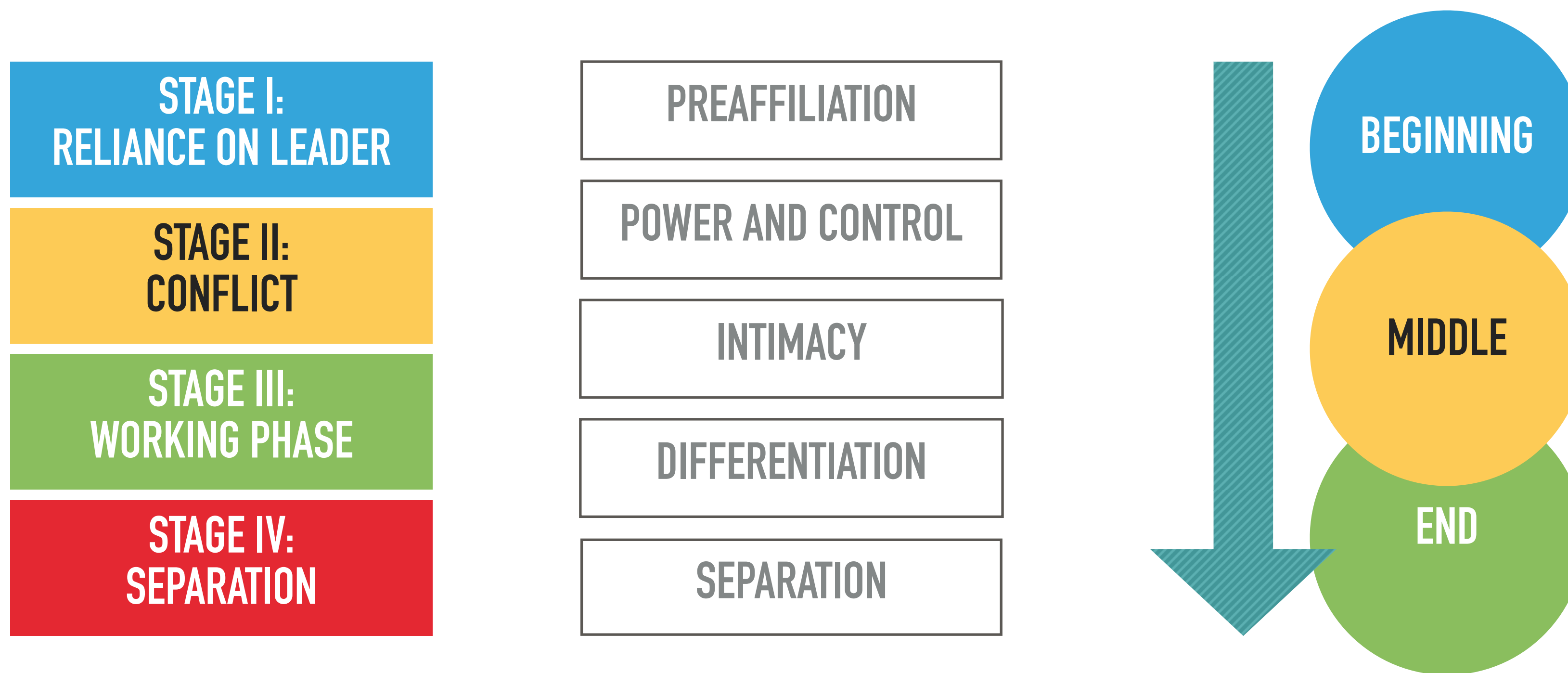
UNDERLYING VALUES ORIENTATIONS FOR SOCIAL JUSTICE GROUP WORK



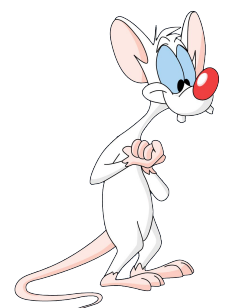
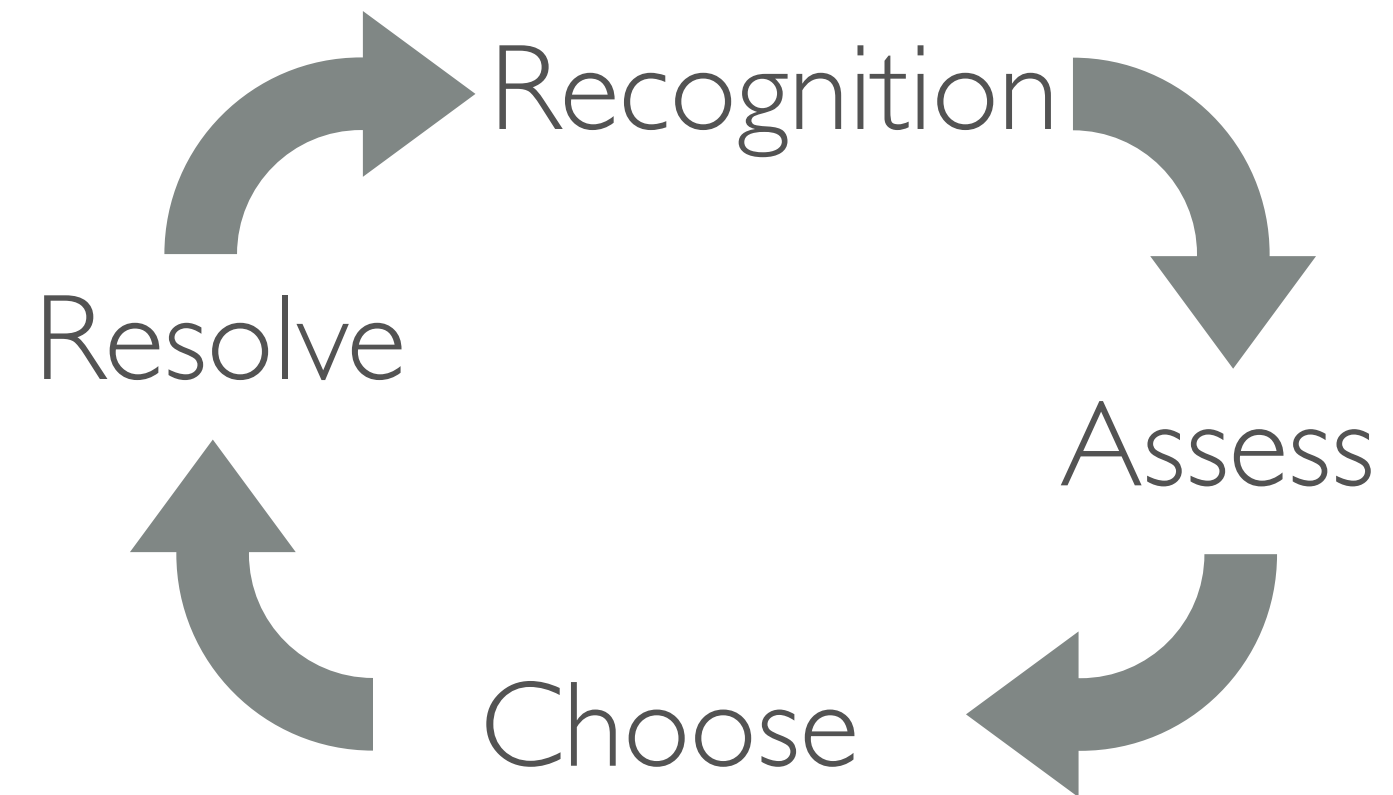
(Garvin et al., 2017)



CONCEPTUAL FRAMEWORK: GROUP DYNAMICS



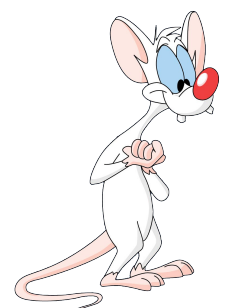
CONFLICT RESOLUTION FOR TASK AND TREATMENT GROUPS



EVOKING BEHAVIOR CHANGE

MODELING

COACHING



CONFRONTATION

Appropriate Confrontation

- The worker engaging in nonblaming type of confrontation
- Pointing out the discrepancy
- How it affects the worker, for example, by using “I” statements

