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**Practice with Groups**

# **THE HOW TO'S OF RUNNING A GROUP**

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# **UNITED**

## **AT HUTC**

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# **AGENDA**

**Week 12 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)

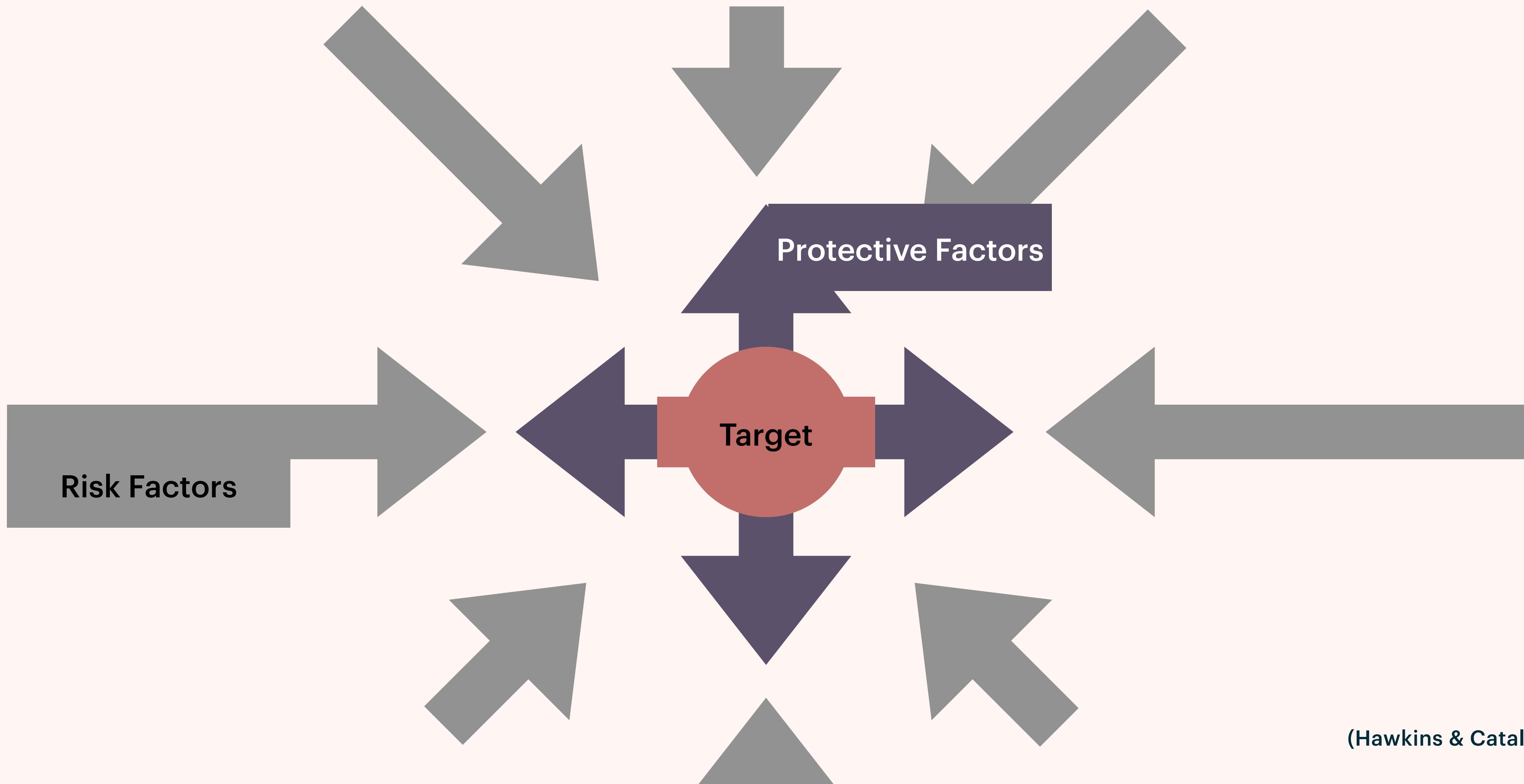
# COMMON MISTAKES OF PRACTITIONERS

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



(Hawkins & Catalano, 2004)

# PUBLIC HEALTH FRAMEWORK

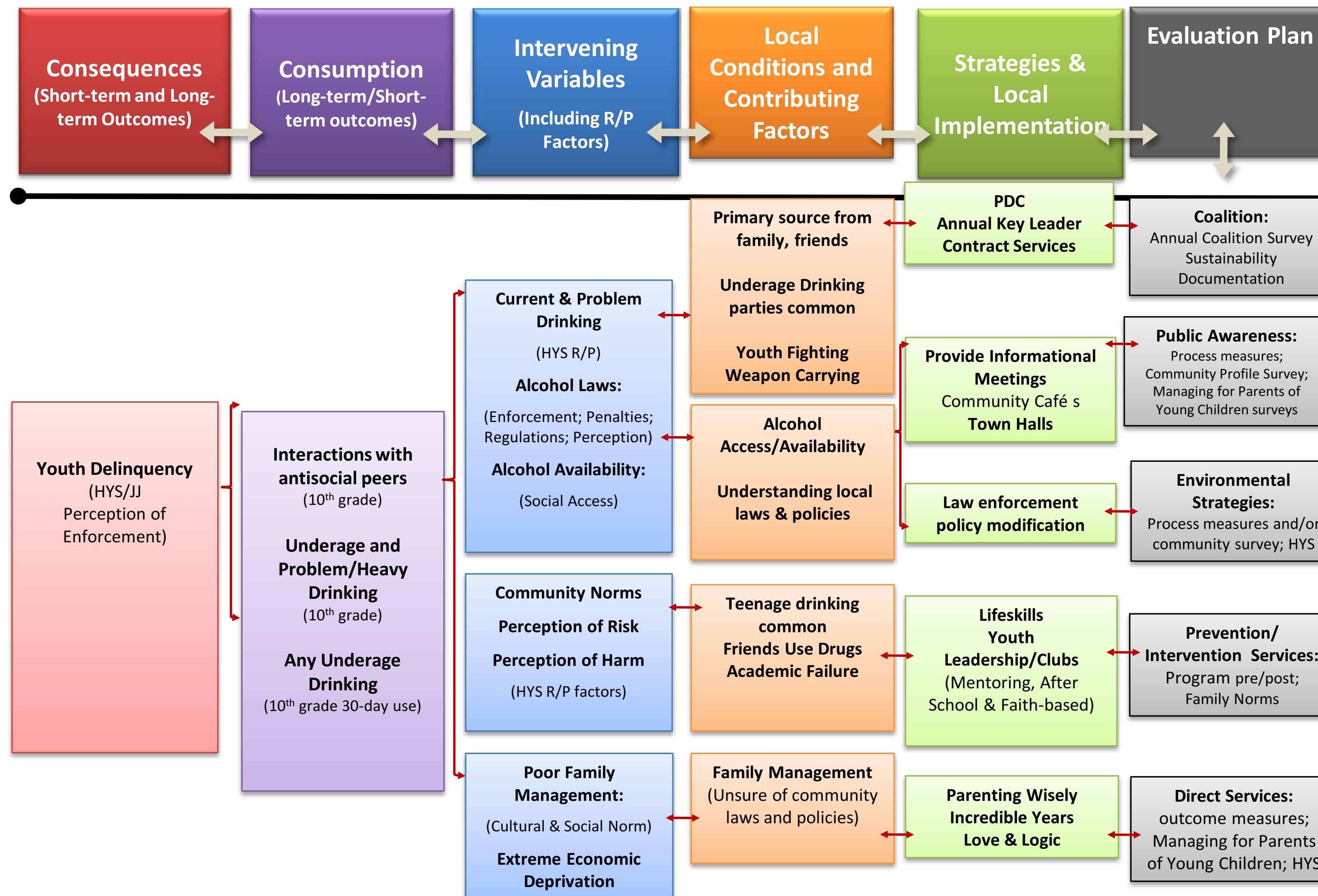
Defining the Target

Understanding Risk and Protection

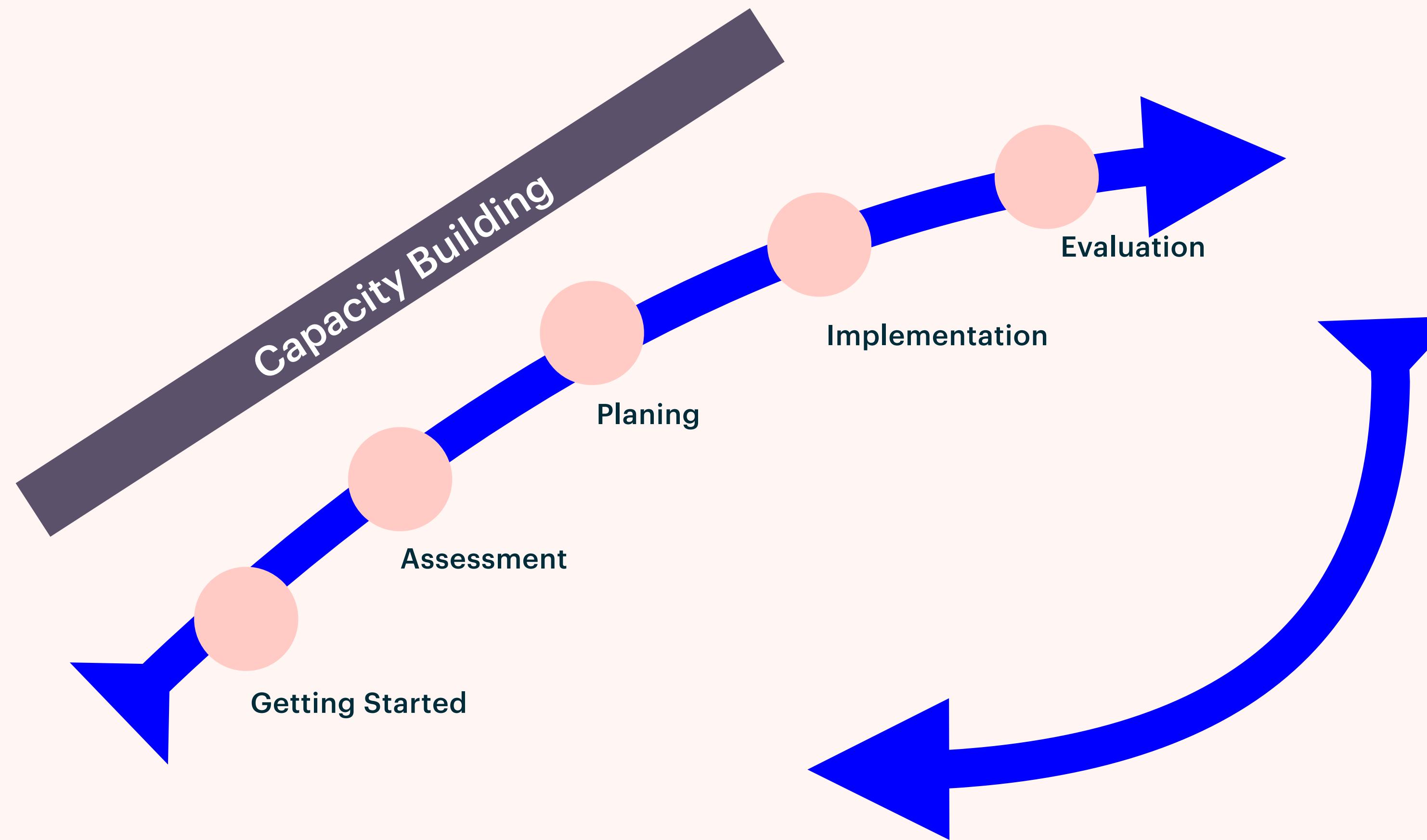
Interrupting Risk and Building Protection

Assessing the Effectiveness of Prevention

# Pasco Discovery Coalition - Logic Model

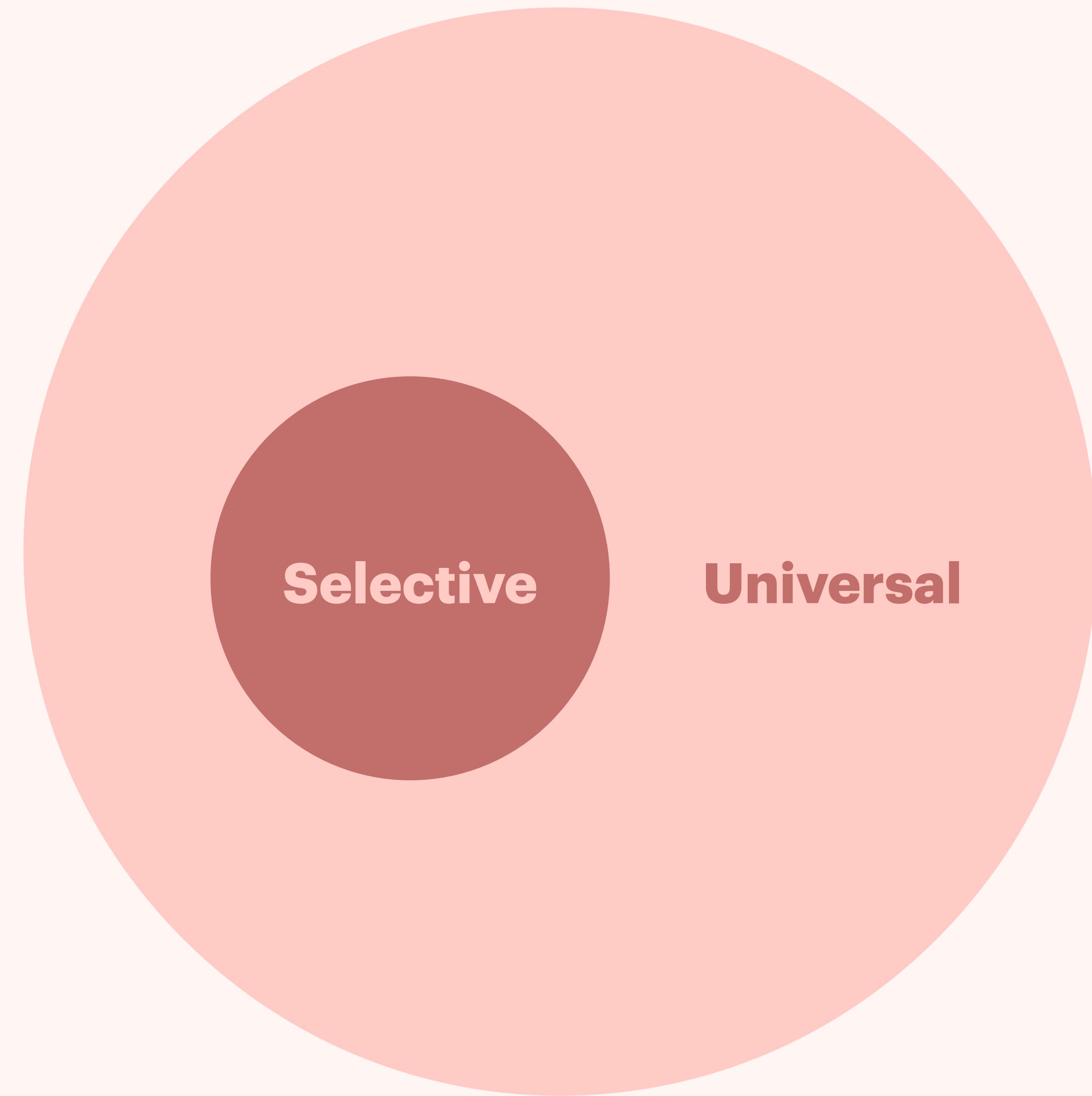


# DBHR CPWI FRAMEWORK



# SELECTIVE PRACTICES

Prevention Groups



## **Universal**

## **Person-Environment Fit**

## **Human Development**

## **Culturally Competent Practice**

## **Selective**

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

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

Cultural Humility

Indicated

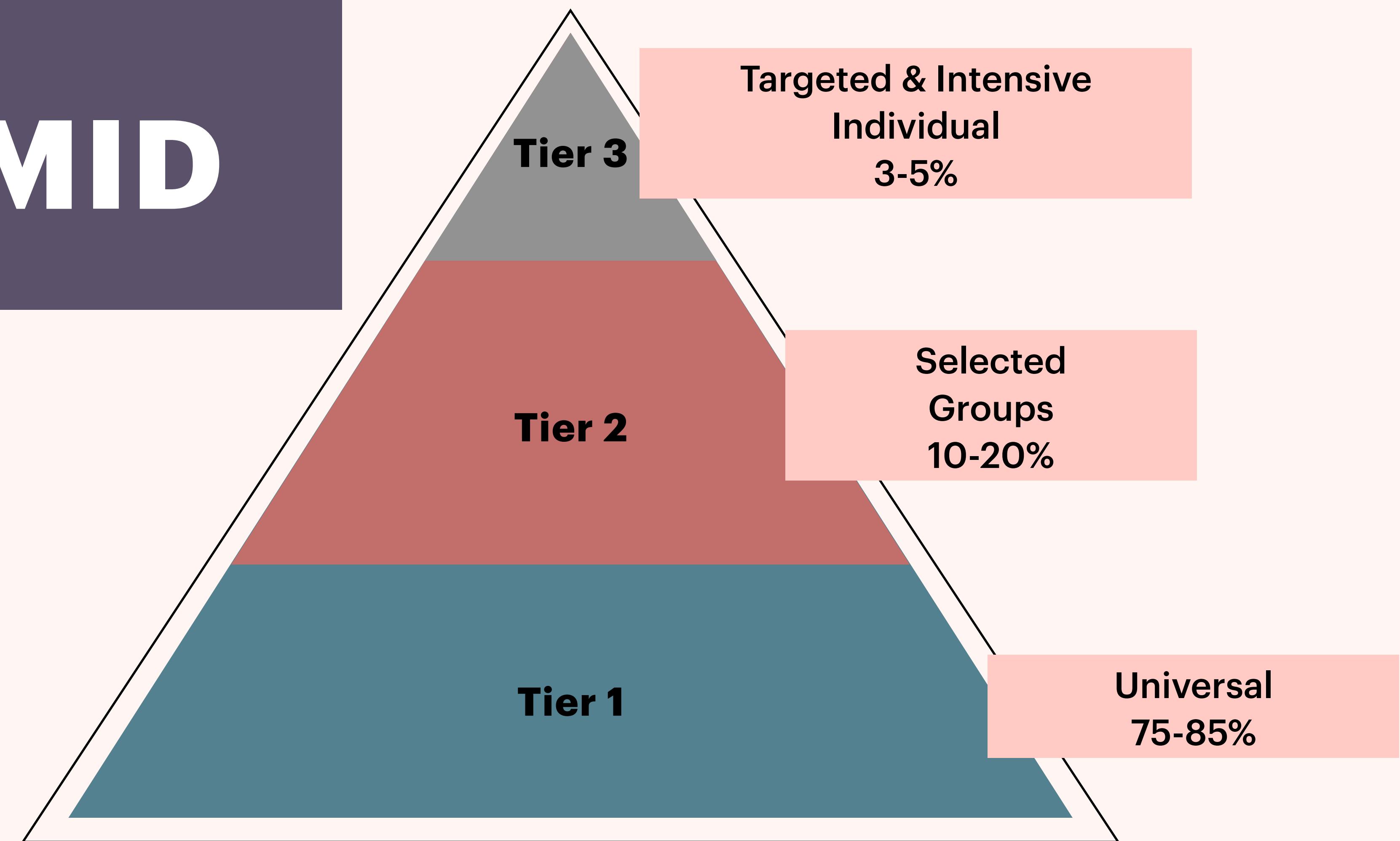
which are focused on needs that have been demonstrated or require a higher level of support

# **SELECTIVE PRACTICES**

**Prevention Groups**

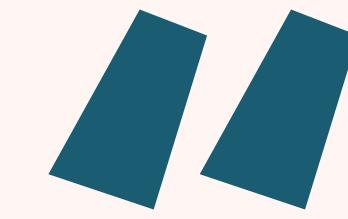
(Marsiglia & Kiehne, 2017)

# 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)



# SPEED HATING:

A Date with Discrimination

