Therapeutic Group Models

Mutual Aid Groups

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SOWK 487w
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Agenda

Plan for Week 11

What are mutual aid groups

Dynamics of mutual aid groups

The phases of helping within the mutual aid process

Facilitation of mutual aid

Our America with Lisa Ling
Transgender Support Group Meeting

Components in Building a Trauma-Informed PLC

THEMES

Engage in the Process of Reviewing Practice Together for Development

Use Idea Generation Develop New and Novel Ideas

Integrated Self-Care Practices Into Group and Encourage Use to Reduce Compassion Fatigue

Understand How Trauma Impacts Students

Limiting Re-Traumatization Within the Classroom

Use Storytelling to Make Meaning and Develop Cohesion

Methods for Increasing Resiliency Factors for Students

Include Scholarly Sources and Develop Connections to Evidence-Based Practice

Engaging in Self-Care and Burnout Prevention to Reduce the Impact of Secondary Trauma

Define Concepts as a Group to Enhance Understanding

Evaluate and Implement Ideas for Promoting Systematic Changes Within a Classroom and School-Wide

Review Protocols for Professional Socialization

Develop a Tool or Recommendation for How Other School Staff Could Create Similar Growth in Other Schools

LEARNING STRATEGIES

Follow Mutual Aid Model

Incorporate an Interdisciplinary Framework

(Campbell, 2023)

Dynamics of Mutual Aid
Creating Many Helping Relationships

- Sharing data

- "All-in-the-same-boat" phenomenon

- Dialectical process

- Discussing taboo areas

- Developing a universal perspective

- Mutual support

- Mutual demand

- Individual problem-solving

- Rehearsal

- "Strength-in-numbers" phenomenon
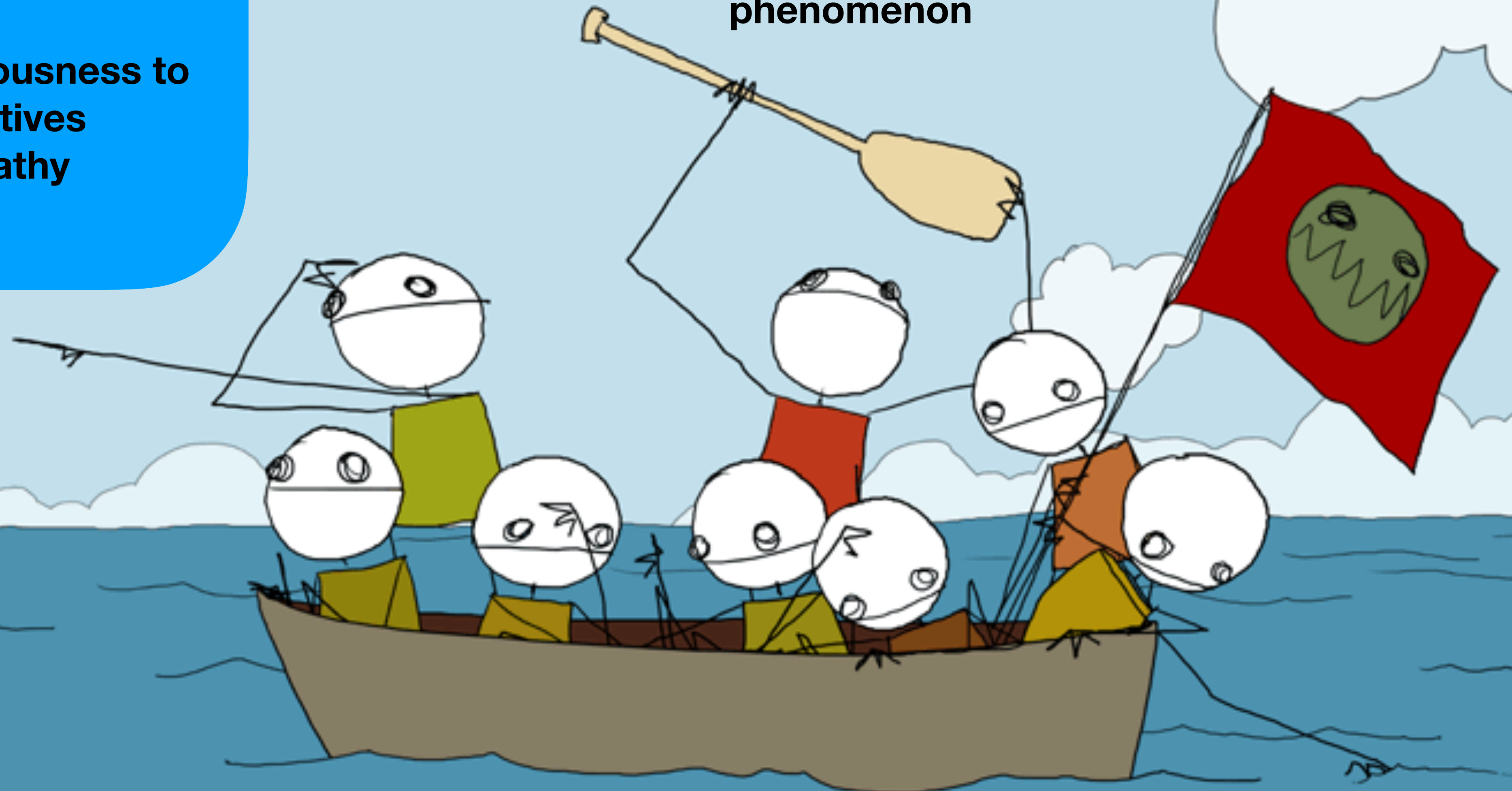
Sharing Data

Life Experiences

Knowledge

Views

Values

Image Generated by Midjourney

(Shulman, 2020)

"All-in-the-Same-Boat"

phenomenon

- Expands members perspectives
- Helps members universalize their life struggles
- Raise level of consciousness to expand their perspectives
- Develops group empathy support

(Shulman, 2020; Gitterman, 2017)

Dialectical Process

Open place for a debate of ideas

dialectical | ˌdīəˈlektəkəl |

adjective

1 relating to the logical discussion of ideas and opinions: dialectical ingenuity.

2 concerned with or acting through opposing forces: a dialectical opposition between artistic translation and transcription.

"Group members can listen as one member presents the *thesis*, and the other the *antithesis*. As each member listens, he or she can use the discussion to develop a personal *synthesis.*

(Shulman, 2020, p. 347)

Discussing a Taboo Area

"A mutual-aid process in which one member enters a taboo area of discussion, thereby freeing other members to enter as well"

(Shulman, 2020, p. 375)

Developing a Universal Perspective

"A mutual-aid process in the group in which members begin to perceive universal issues, particularly in relation to oppression, thus allowing them to view their own problems in a more social context and with less personal blame."

p. 384

- A special case for "all-in-the-same-boat."

- Can be related to oppression and recognizing the systematic nature

- Fits within the concept of consciousness-raising groups

(Shulman, 2020)

Mutual Support

The acceptance and caring of the group

Mutual Demand

"A mutual-aid process in which group members offer each other help by making demands and setting expectations on personal behavior."
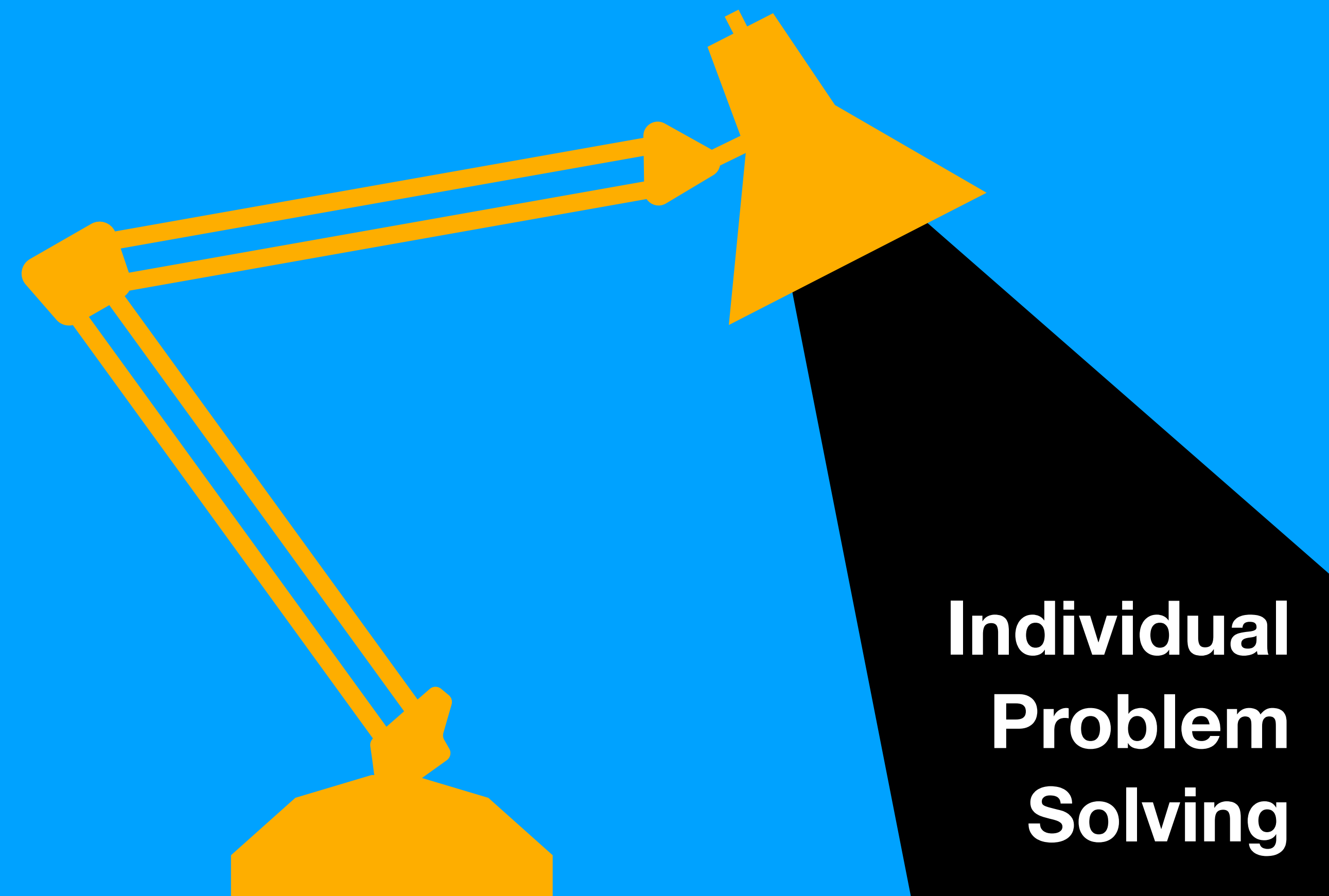
(Shulman, 2020)

Make individual associations

Share feelings and connection
with group members

Easier to see problems of
someone else then self

Learning process to improve
problem solving.

(Shulman, 2020)

**Individual
Problem
Solving**

Rehearsal

"The group becomes a safe place to risk new ways of communicating and to practice actions the group member feels may be hard to do"

p. 381

(Shulman, 2020)

The mutual-aid process in which group members are strengthened to take on difficult tasks (such as challenging agency policy) through the support of other group members

"Strength-in-Numbers"
phenomenon

(Shulman, 2020)

Tasks, Methods, and Skills
Used in Mutual Aid Groups

- Directs group members to each other

- Identifies and focuses on salient themes

- Encourages and reinforces cooperative mutual support norms

- Engagement members to participate in collective activities

- Give participants the ability to do rehearsal

(Gitterman, 2017)

Facilitate a group to help facilitate mutual aid of the members focused as a group of students.

○ Directs group members to each other

○ Identifies and focuses on salient themes

○ Encourages and reinforces cooperative mutual support norms

○ Engagement members to participate in collective activities

○ Give participants the ability to do rehearsal

Mutual Aid for Students

Mutual Aid Groups

Vulnerable and Resilient Populations

- People dealing with traumatic experiences

- Grief

- AIDS

- People with mental health difficulties

- Health care settings

- People with alternative sexual orientation

- Immigrants and refugees

- People contending with intimate partner and other violence

- Sexual abuse

- Homelessness

- Older elderly peple and their caregivers

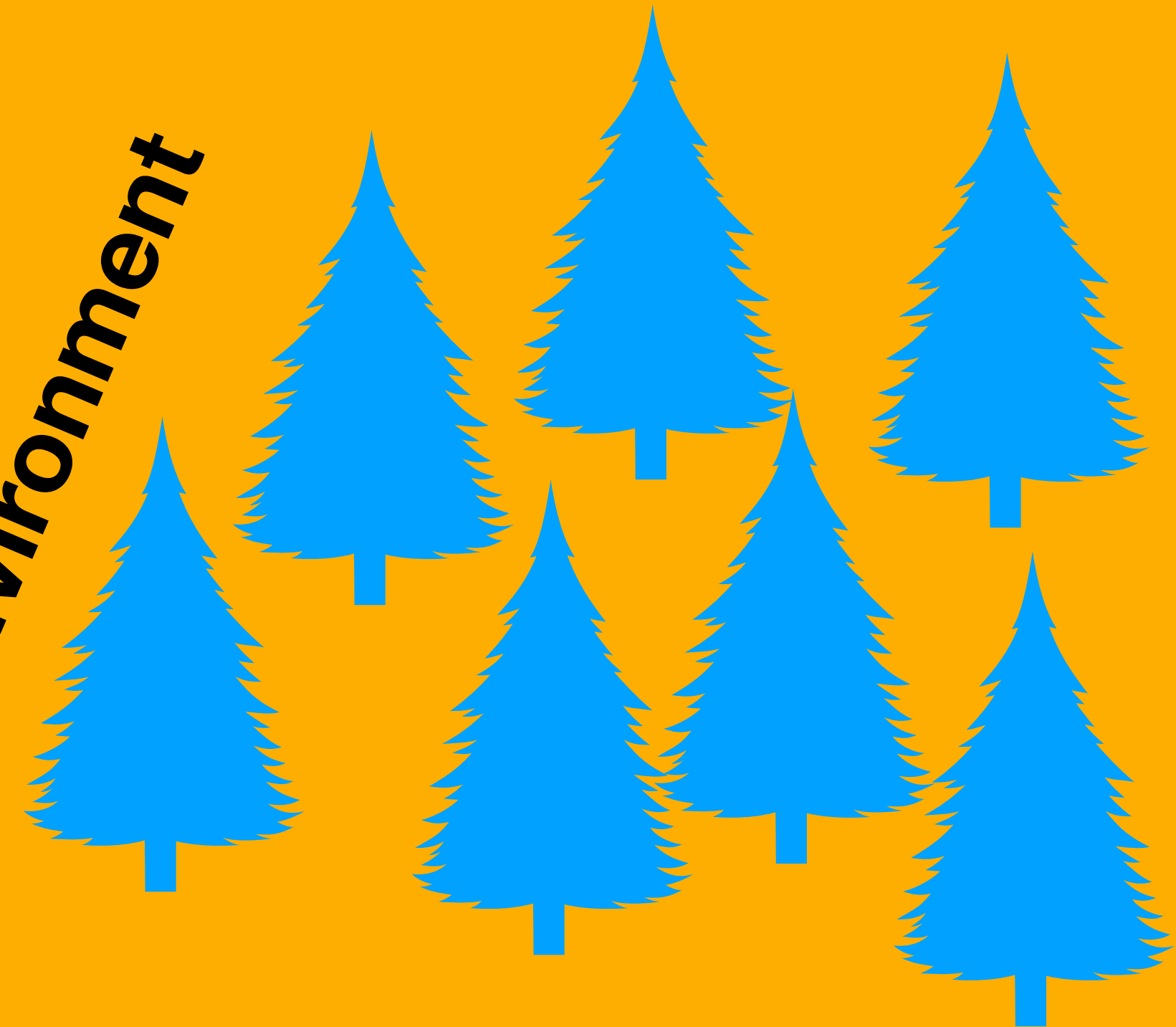- Isolated and physically and emotionally challenged group members

(Gitterman, 2017)

Social Worker

Organic whole, dynamic system
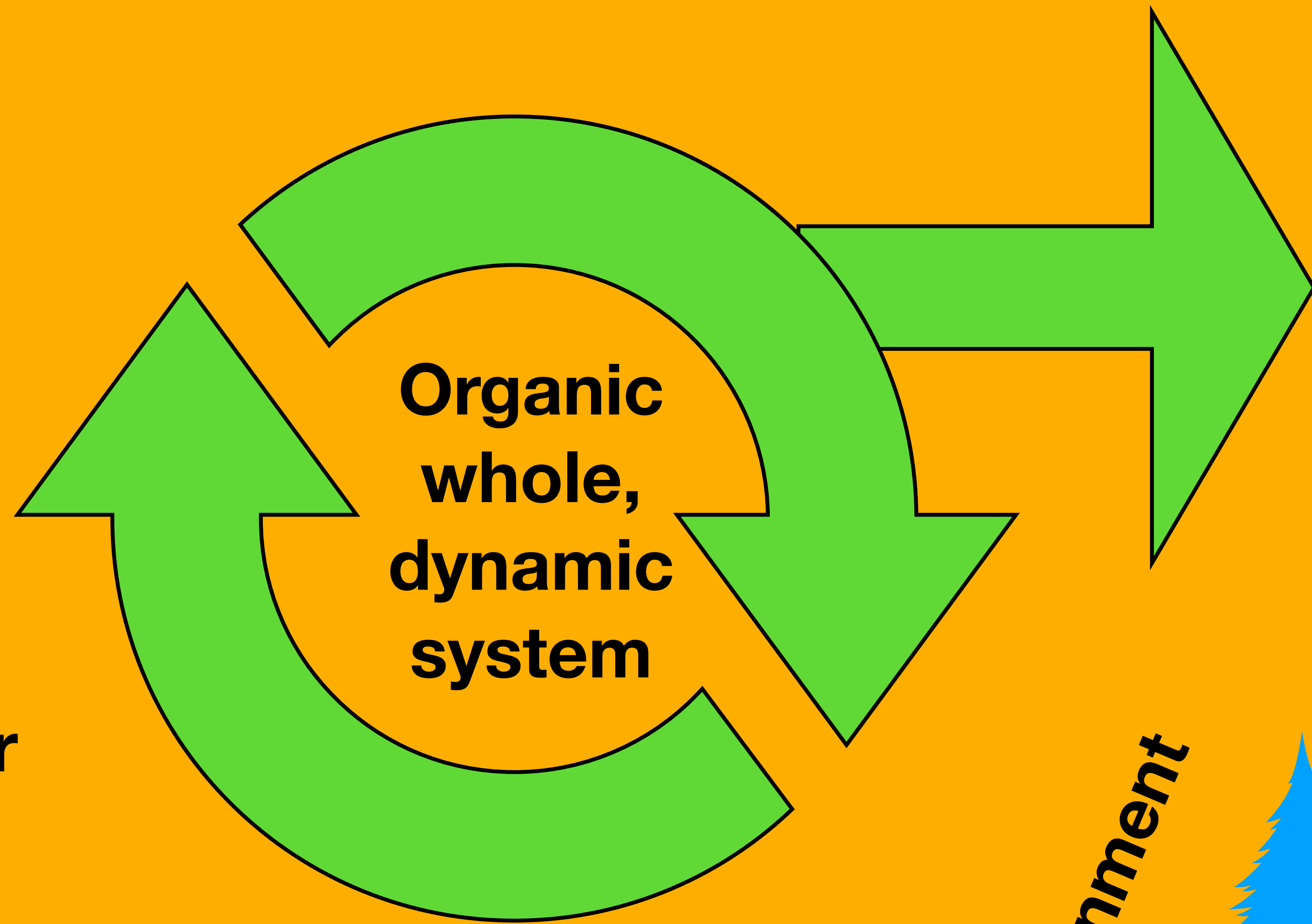
Health, growth, & belonging

Environment

Mediating Function

(Schwartz, 1961 as cited in Gitterman, 2017)

Mediating Function

External Mediation

Internal Mediation

External Environmental Stressors

Internal Interpersonal Stressors

(Schwartz, 1961 as cited in Gitterman, 2017)
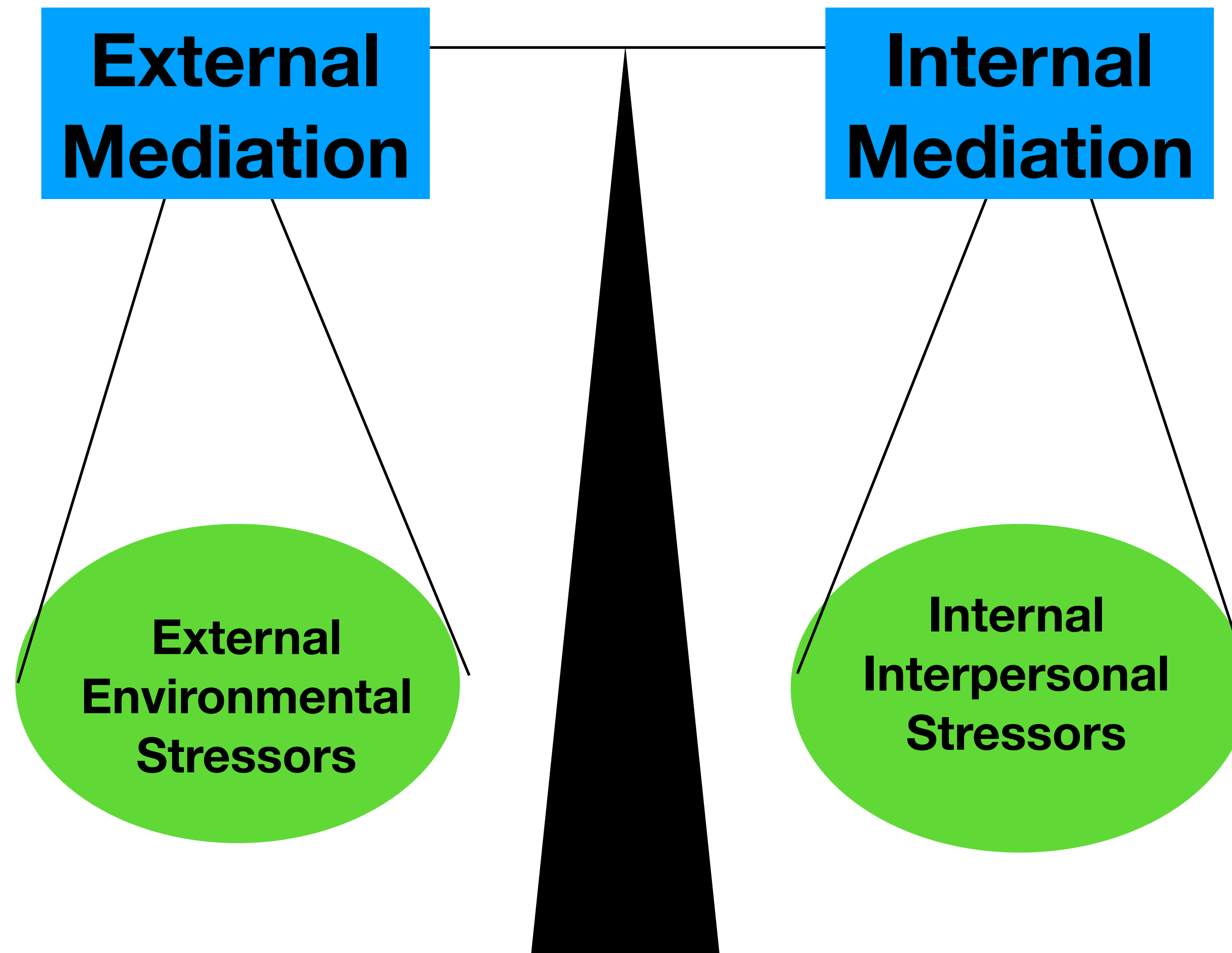
Ten Common Obstacles
in Mutual Aid Groups

- Not for this (group/place/type of person)

- The group does not seem to have any sense of we-ness

- The group has no clarity or direction

- A hidden agenda drives the facilitator's actions

- Individual problem-solving leaves most of the members silent most of the time

- Problem-solving leaves most of the members silent most of the time

- Central authority dominates process

- Too much sameness/not enough stimulation in the group

- No sense of apparent progress in achieving the group's purpose

(Steinberg, 2014)

Phases
in Mutual Aid Groups

Working in small groups, discuss the following:

> In what ways did the group leader help move the group from the beginning through the ending and transition phases of group work?

Case Study 7-1

A Mutual-Aid Support Group for Persons With AIDS in Early Substance Abuse Recovery
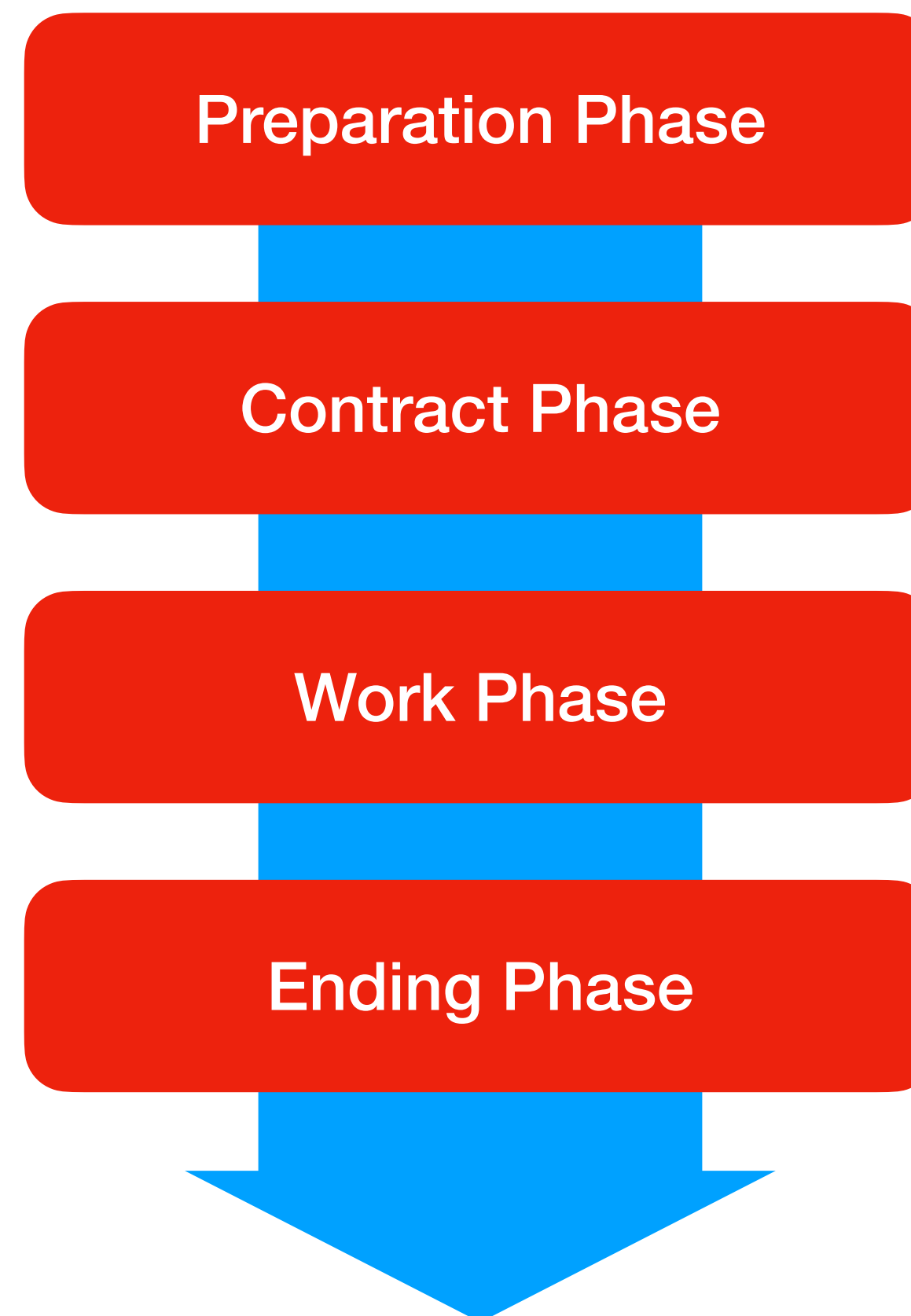
LAWRENCE SHULMAN

Persons with AIDS who are in substance abuse recovery struggling with similar concerns can gain support and resources through mutual-aid groups. This case study illustrates the social worker's methods in enhancing mutual aid among participants in an intensive, 8-month, weekly group held in a residence sponsored by an AIDS Action Committee.
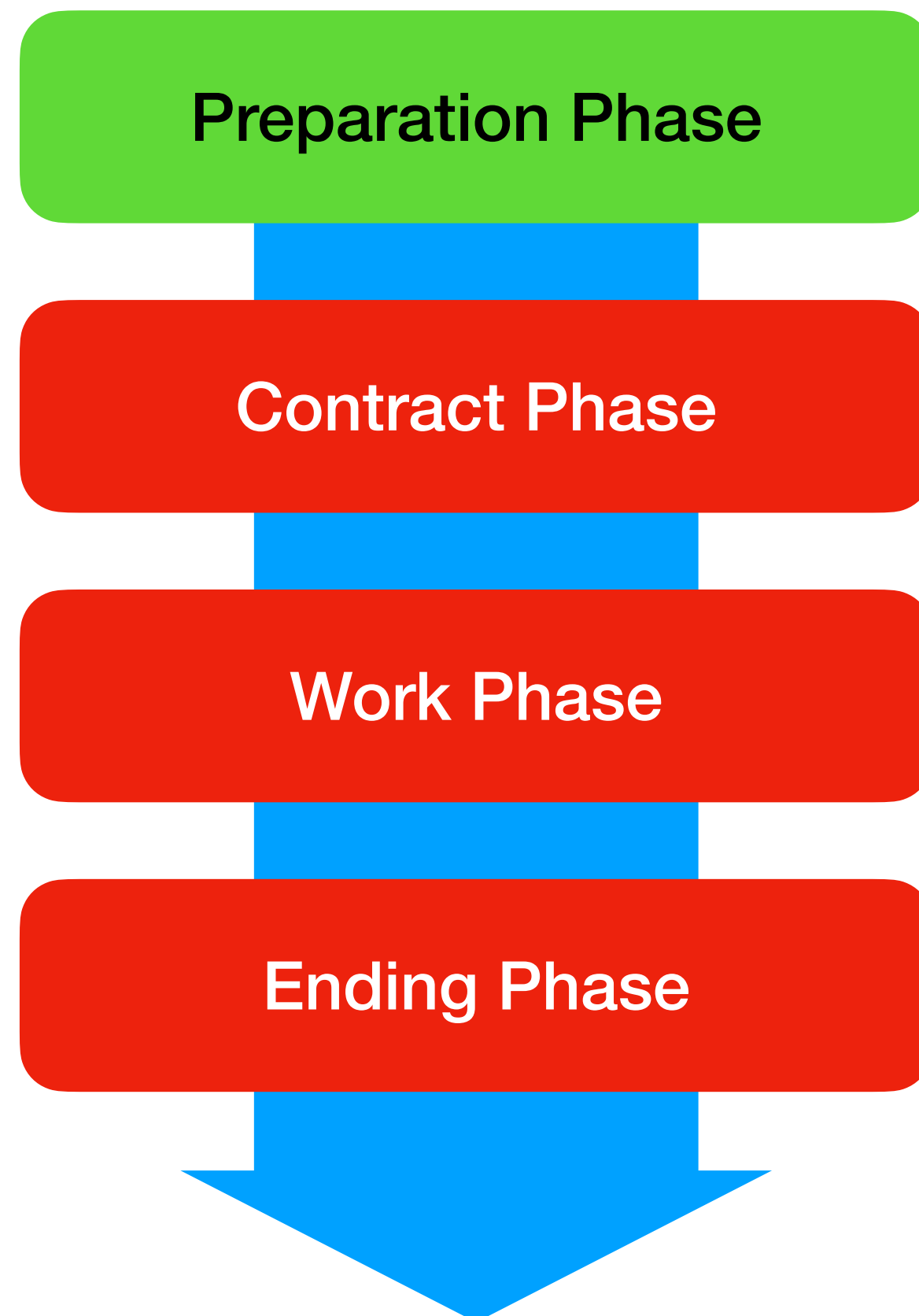
Questions
1. What skills are evident in the group leader's approach to working with the group and the individuals in the group?
2. What types of follow-up and supplementary services would be appropriate for clients during the life of the group and after completing the group?
3. How did the group leader address the issue of the group member–group leader dynamics referred to as the *authority theme* early in the first sessions?
4. What did the group leader do to create a "demand for work" in the group during the fourth session when he recognized the illusion of work?
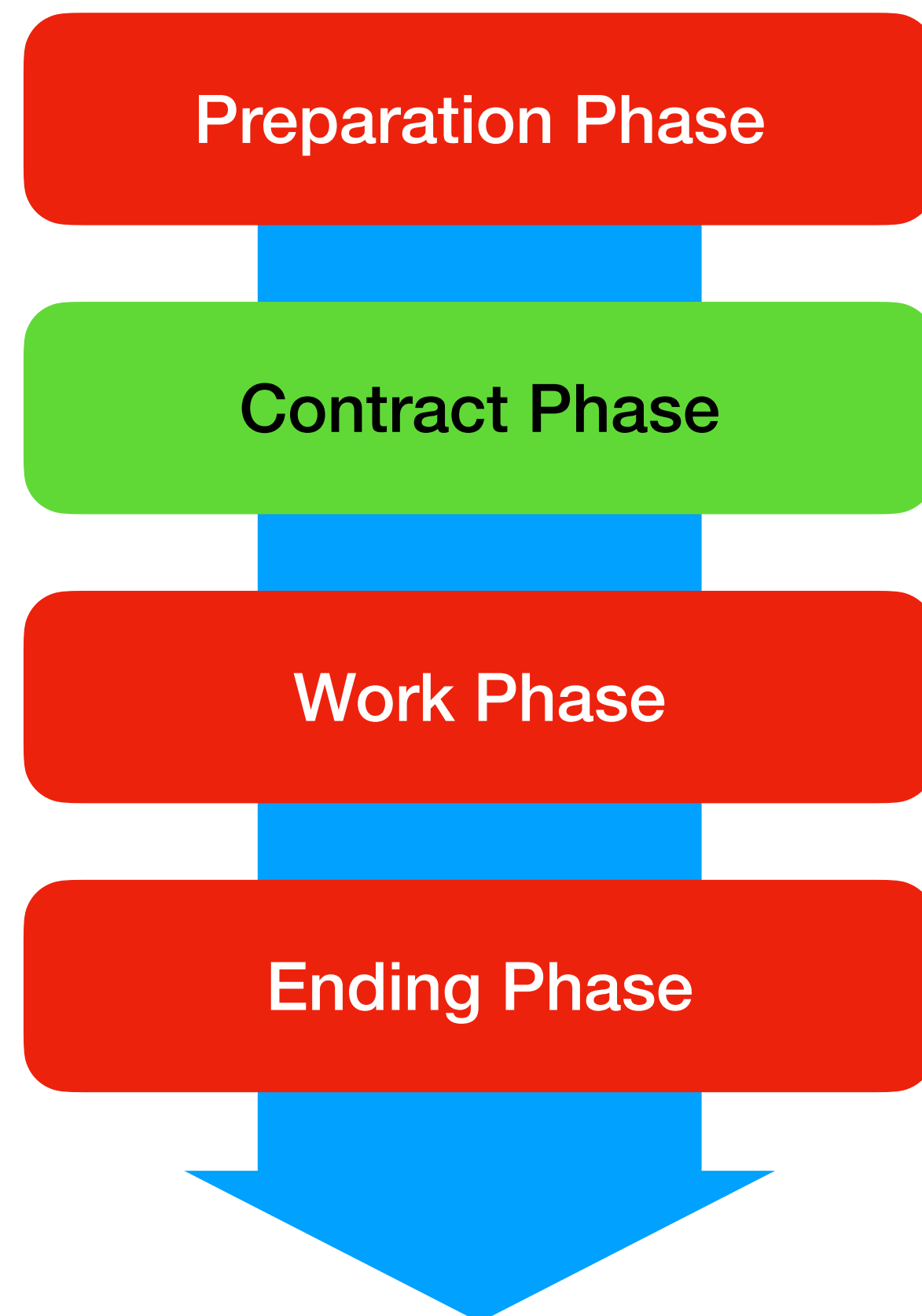
(Shulman, 2014)

Phases of Helping

Preparation Phase

Contract Phase

Work Phase

Ending Phase

(Schwartz, 1971 as cited in Gitterman, 2017)

Phases of Helping

Preparation Phase

Contract Phase

Work Phase

Ending Phase

- Organizational and work preparation

- Group dynamics and functions preparation

(Schwartz, 1971 as cited in Gitterman, 2017)

Phases of Helping

Phase
Preparation Phase
Contract Phase
Work Phase
Ending Phase

- Clear and mutual agreement

(Schwartz, 1971 as cited in Gitterman, 2017)

Phases of Helping

Preparation Phase

Contract Phase

Work Phase
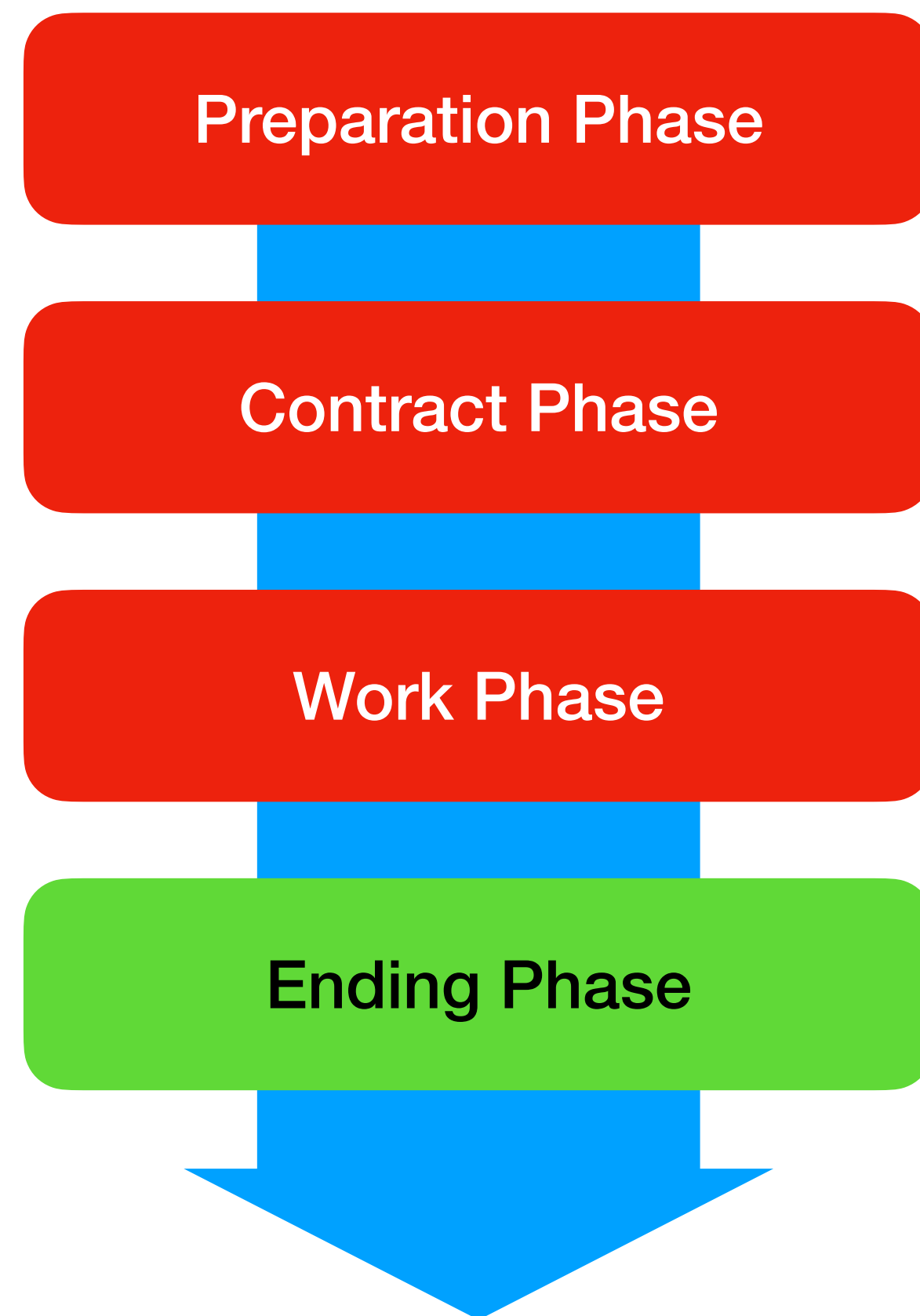
Ending Phase
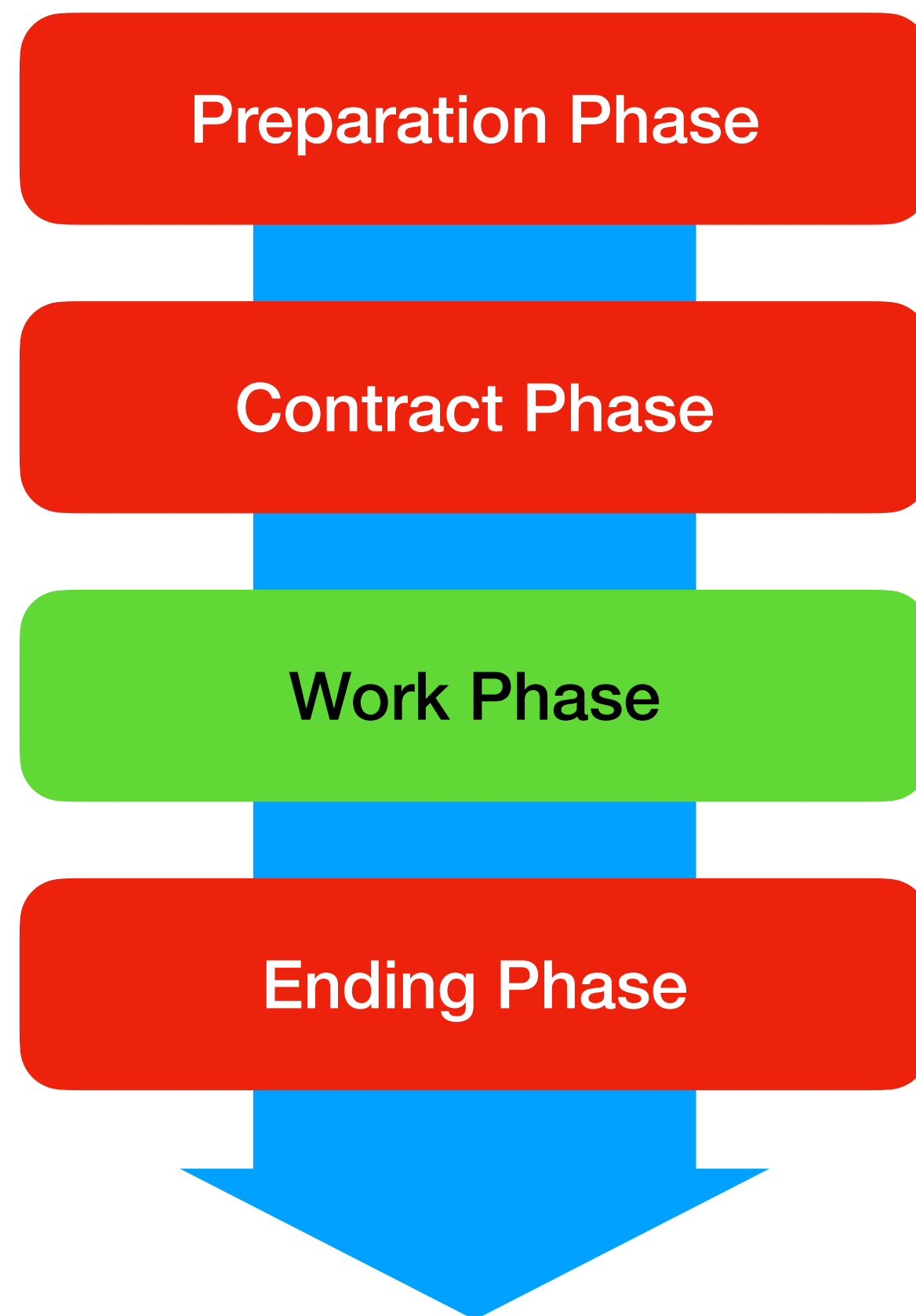
- Find common ground

- Detecting and challenging the obstacles

- Contribute

- Defining the requirements and limits

(Schwartz, 1971 as cited in Gitterman, 2017)

Phases of Helping

Preparation Phase

Contract Phase

Work Phase

Ending Phase

- Managing feelings

- Future planning

(Schwartz, 1971 as cited in Gitterman, 2017)

Amount of Facilitation
In Mutual Aid Groups

Non Facilitated

Highly Facilitated

Mutual Aid