AGENDA

Assignment 4 Discussion

Using Activities

Prevention Groups and Public Health Model

Dr. Jacob Campbell, LICSW

ASSIGNMENT 05

Research Paper to Inform Group Practice

Meta: *Points* 100 pts (20% of final grade); *Deadline* Friday 04/21/23 at 11:55 PM; *Completion* Submit an individual paper via My Heritage Assignments which is connected to Chalk and Wire

Success: Students will be assessed on their ability to demonstrate effective scholarly writing and practice behaviors. This paper will be graded according to the research and intervention practice behavior rubric and the APA research paper rubric. In addition, the competencies will be assessed through the practice behaviors rubric. Grades will be included in final grades, which must be submitted by the instructor no later than Wednesday, 05/17/23 at 5:00 PM. Students can also earn ten extra credit points by demonstrating that they worked with the tutoring services at the Academic Skills Center to review their papers before final submission. Documentation can be emailed to the instructor.

Task: Working individually, students will complete a research paper regarding a facilitated treatment group. It is helpful for the student to select a group they might be interested in providing in the future. The group can be on almost any topic. For instance, you may choose to research chemical dependency, sex offender treatment, sexual abuse recovery, grief and loss, parenting children with special needs, homeless teens, etc. The final paper will be 1,500 to 1,750 words in length. It should be written using APA format and strong academic and professional writing skills. A title page, abstract, written article, and reference page are all included. The paper will consist of a minimum of four sources that guide facilitating your group topic. At least two journal articles must be from peer-reviewed sources.

The final paper should include the following information:

- Discussion, synthesis, and analysis of the findings of the research
- Examination of how the research findings relate to each other, it is helpful to look for themes in the articles and base your paper around those themes
- Use of examples about how the information provided should be applied to practice with groups
- Understanding of how to apply the information to the knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
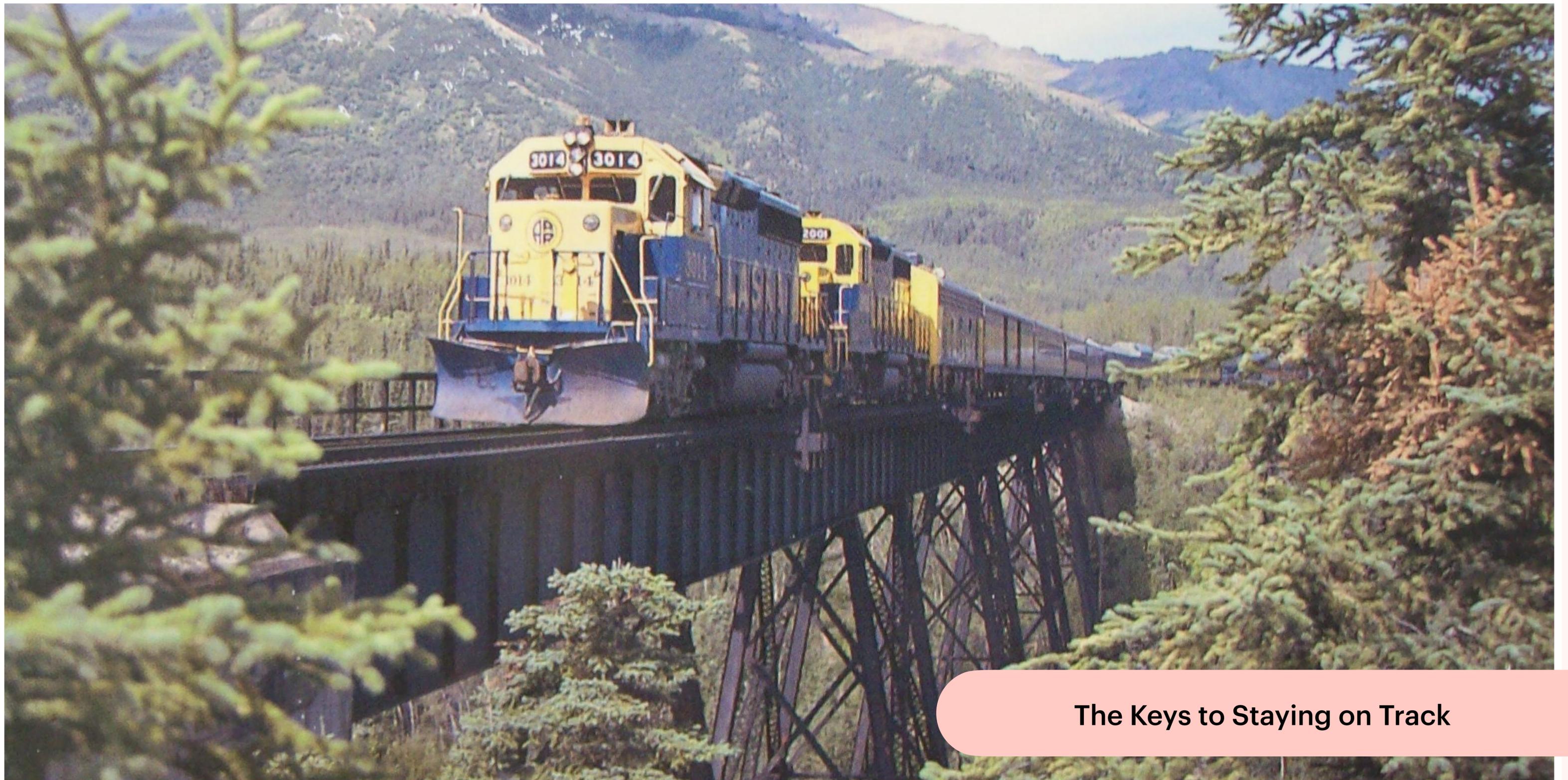
The Keys to Staying on Track

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USING ACTIVITIES

> 1. How prescriptive should the activity be? (i.e. is it a free wheeling activity like a game of tag or one that requires detailed instruction like chess?);

> 2. How is the activity regulated or controlled? (i.e. does the activity allow for some autonomy and control among the members or is it purely leader controlled?);

> 3. What are the relationship demands or levels of interaction required? (i.e. is it a side-by-side arts and crafts activity or a face-to-face intense role playing exercise); and

> 4. What is the level of competence required? (i.e. is it an activity that will leave anyone feeling incompetent or inferior or does everyone have a reasonable chance at feeling they have successfully participated; or is it an activity that might frustrate a bit, in an attempt to help members, in part, to develop greater frustration tolerance, for example).

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

A RISK AND PROTECTIVE FACTOR SCULPTURE

Protective Factors

Target

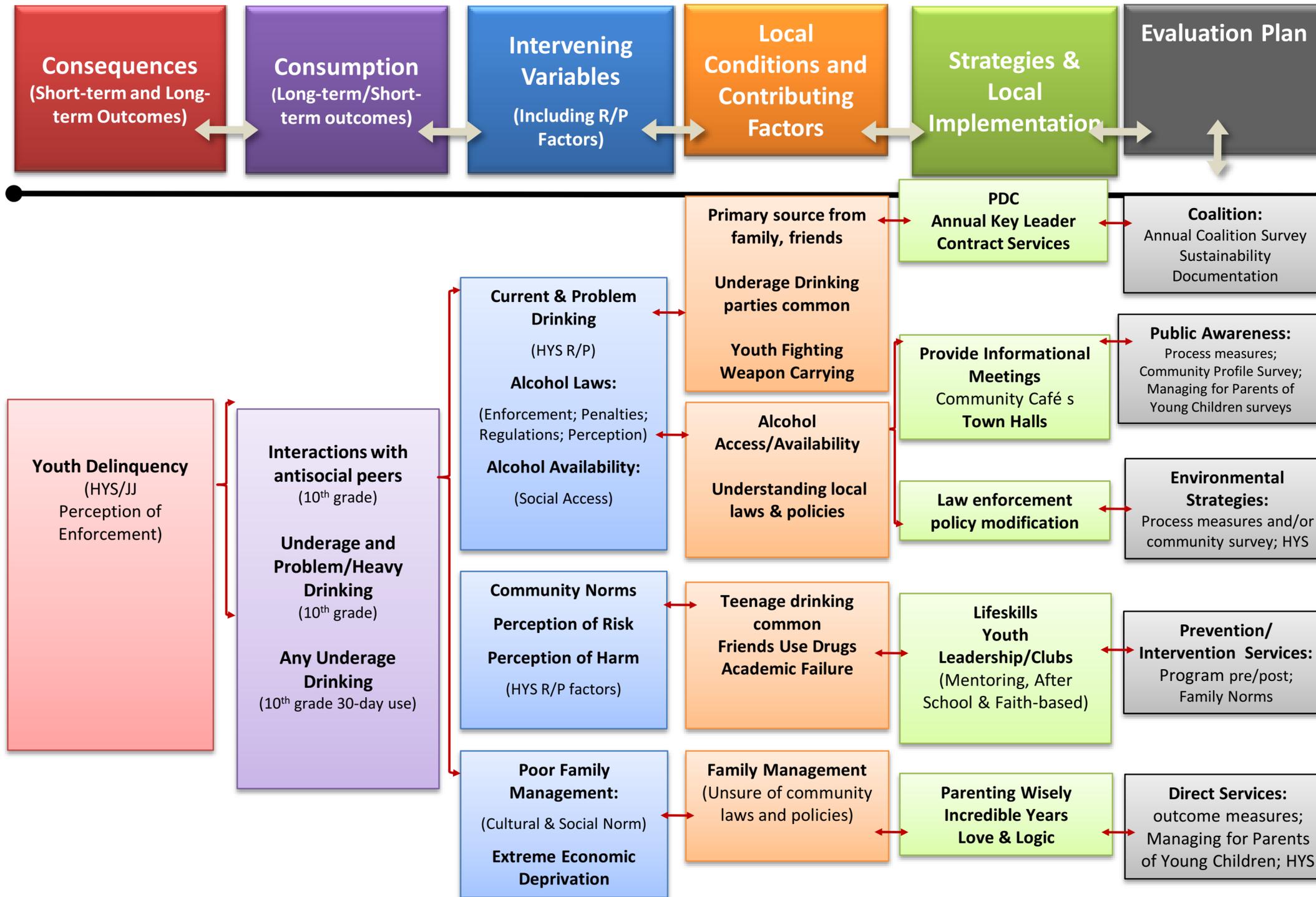Risk Factors

(Hawkins & Catalano, 2004)
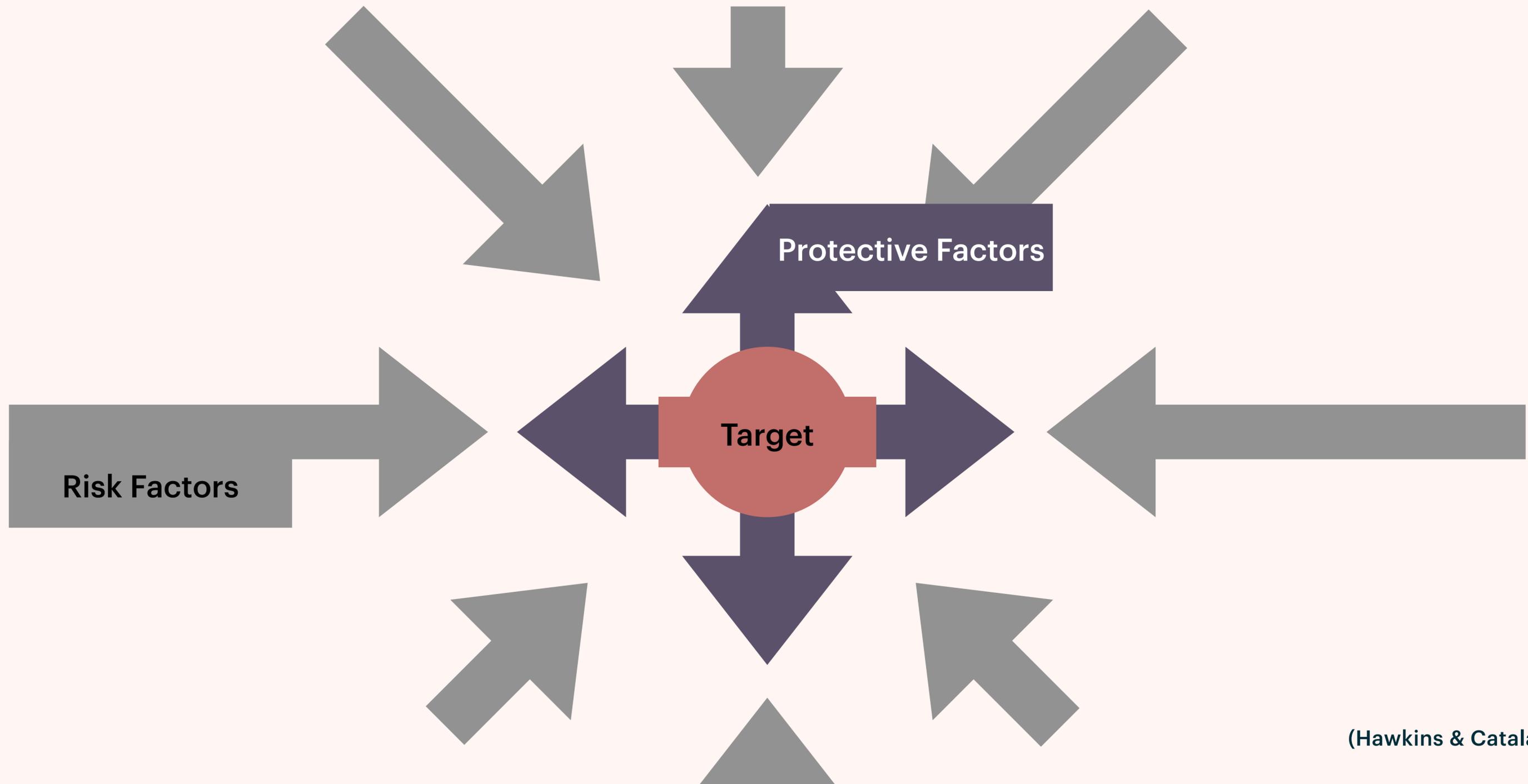
PUBLIC HEALTH FRAMEWORK

Defining the Target

Understanding Risk and Protection
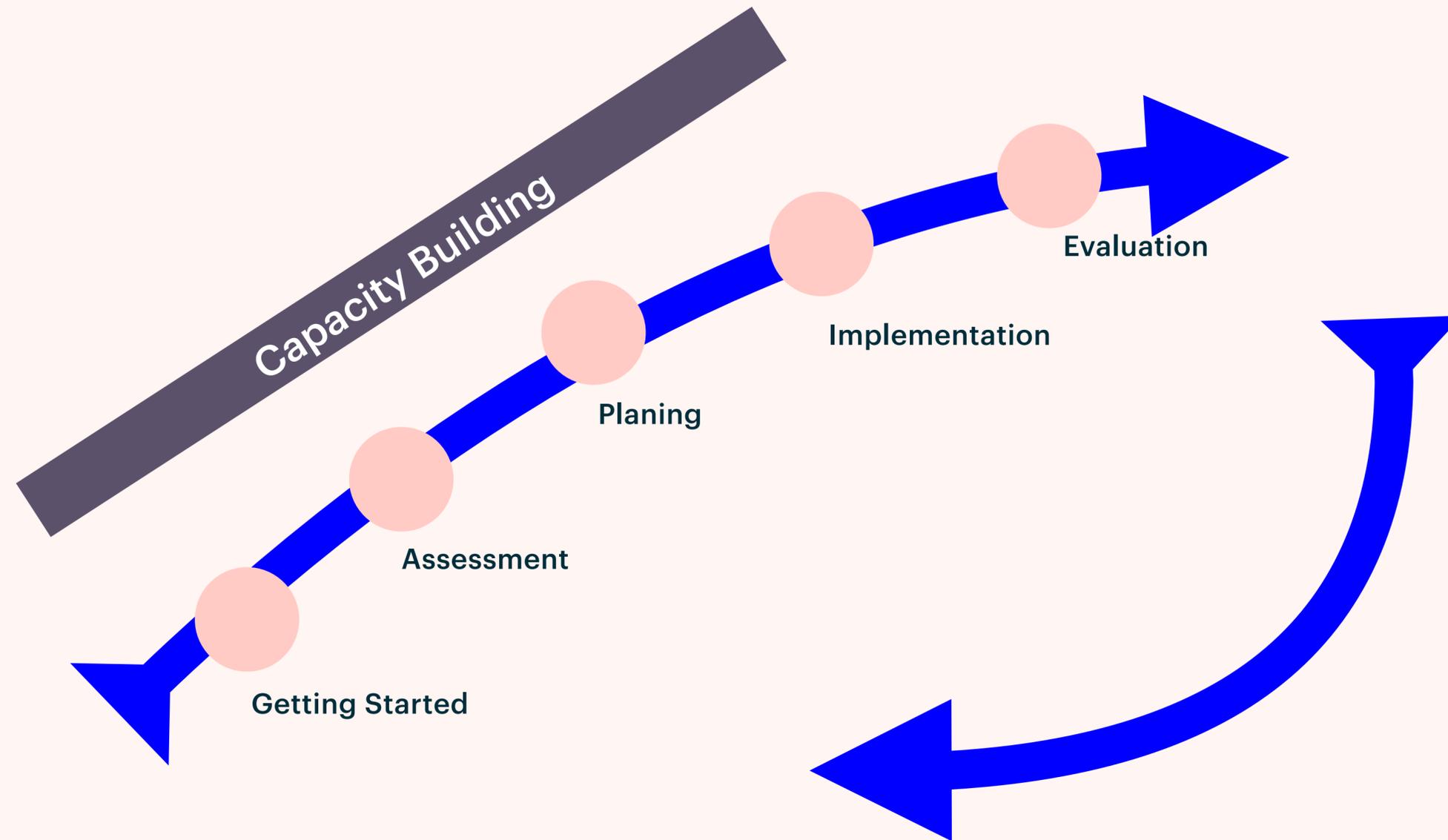
Interrupting Risk and Building Protection

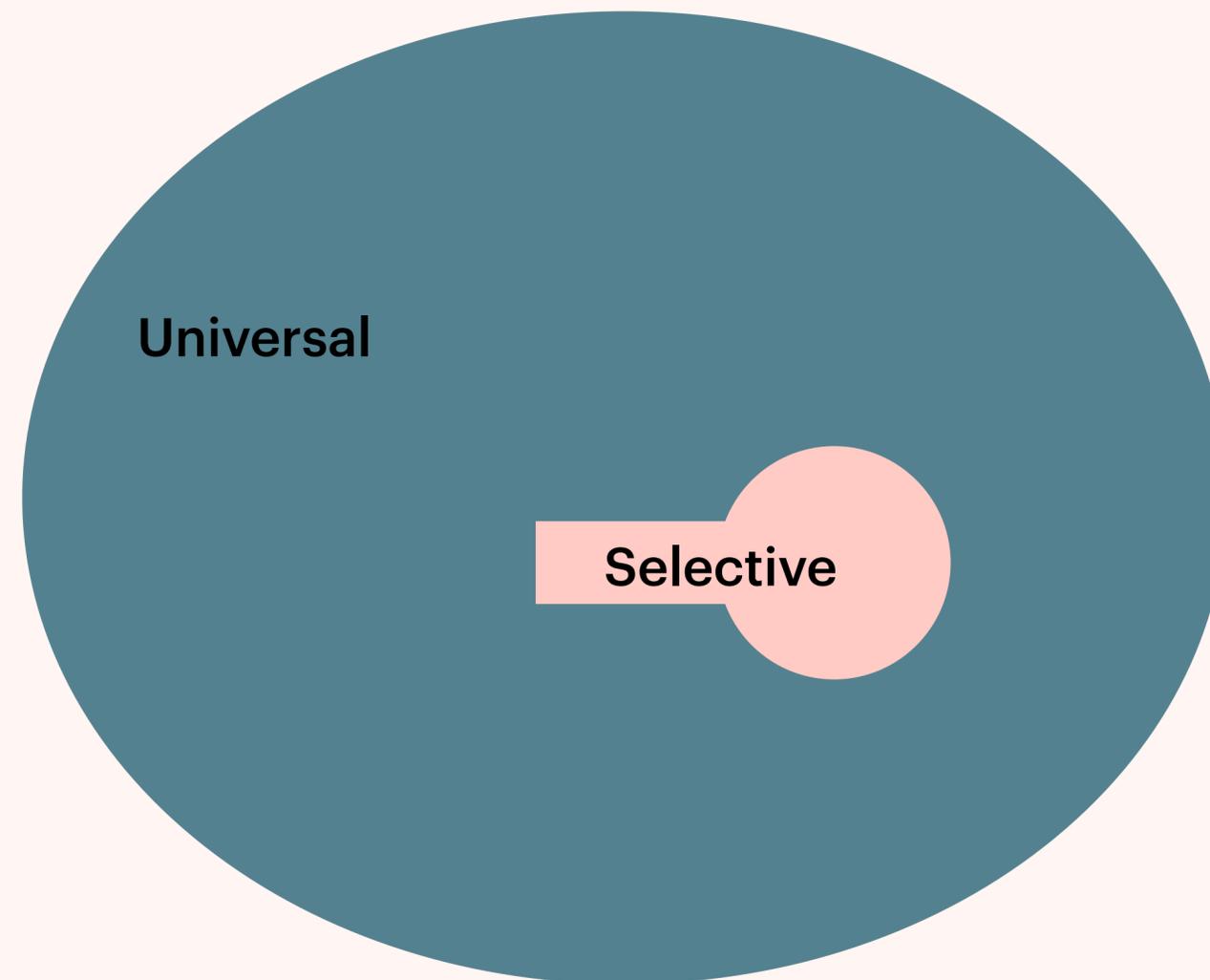Assessing the Effectiveness of Prevention

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Pasco Discovery Coalition - Logic Model

Consequences (Short-term and Long-term Outcomes)	Consumption (Long-term/Short-term outcomes)	Intervening Variables (Including R/P Factors)	Local Conditions and Contributing Factors	Strategies & Local Implementation	Evaluation Plan

Youth Delinquency
(HYS/JJ
Perception of
Enforcement)

Interactions with antisocial peers
(10th grade)

Underage and Problem/Heavy Drinking
(10th grade)

Any Underage Drinking
(10th grade 30-day use)

Current & Problem Drinking
(HYS R/P)

Alcohol Laws:
(Enforcement; Penalties; Regulations; Perception)

Alcohol Availability:
(Social Access)

Community Norms
Perception of Risk
Perception of Harm
(HYS R/P factors)

Poor Family Management:
(Cultural & Social Norm)

Extreme Economic Deprivation

Primary source from family, friends

Underage Drinking parties common

Youth Fighting Weapon Carrying

Alcohol Access/Availability

Understanding local laws & policies

Teenage drinking common
Friends Use Drugs
Academic Failure

Family Management
(Unsure of community laws and policies)

PDC
Annual Key Leader Contract Services

Provide Informational Meetings
Community Café s
Town Halls

Law enforcement policy modification

Lifeskills
Youth Leadership/Clubs
(Mentoring, After School & Faith-based)

Parenting Wisely
Incredible Years
Love & Logic

Coalition:
Annual Coalition Survey
Sustainability
Documentation

Public Awareness:
Process measures;
Community Profile Survey;
Managing for Parents of Young Children surveys

Environmental Strategies:
Process measures and/or community survey; HYS

Prevention/Intervention Services:
Program pre/post;
Family Norms

Direct Services:
outcome measures;
Managing for Parents of Young Children; HYS

DBHR CPWI FRAMEWORK

Capacity Building

Getting Started

Assessment

Planing

Implementation

Evaluation

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UNIVERSAL VS SELECTIVE

Universal

Selective

(Marsiglia & Kiehne, 2017)

UNIVERSAL VS SELECTIVE

Selective

Universal

PREVENTION GROUPS

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

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

**Culturally Competent Practice**

Cultural Humility

(Marsiglia & Kiehne, 2017)
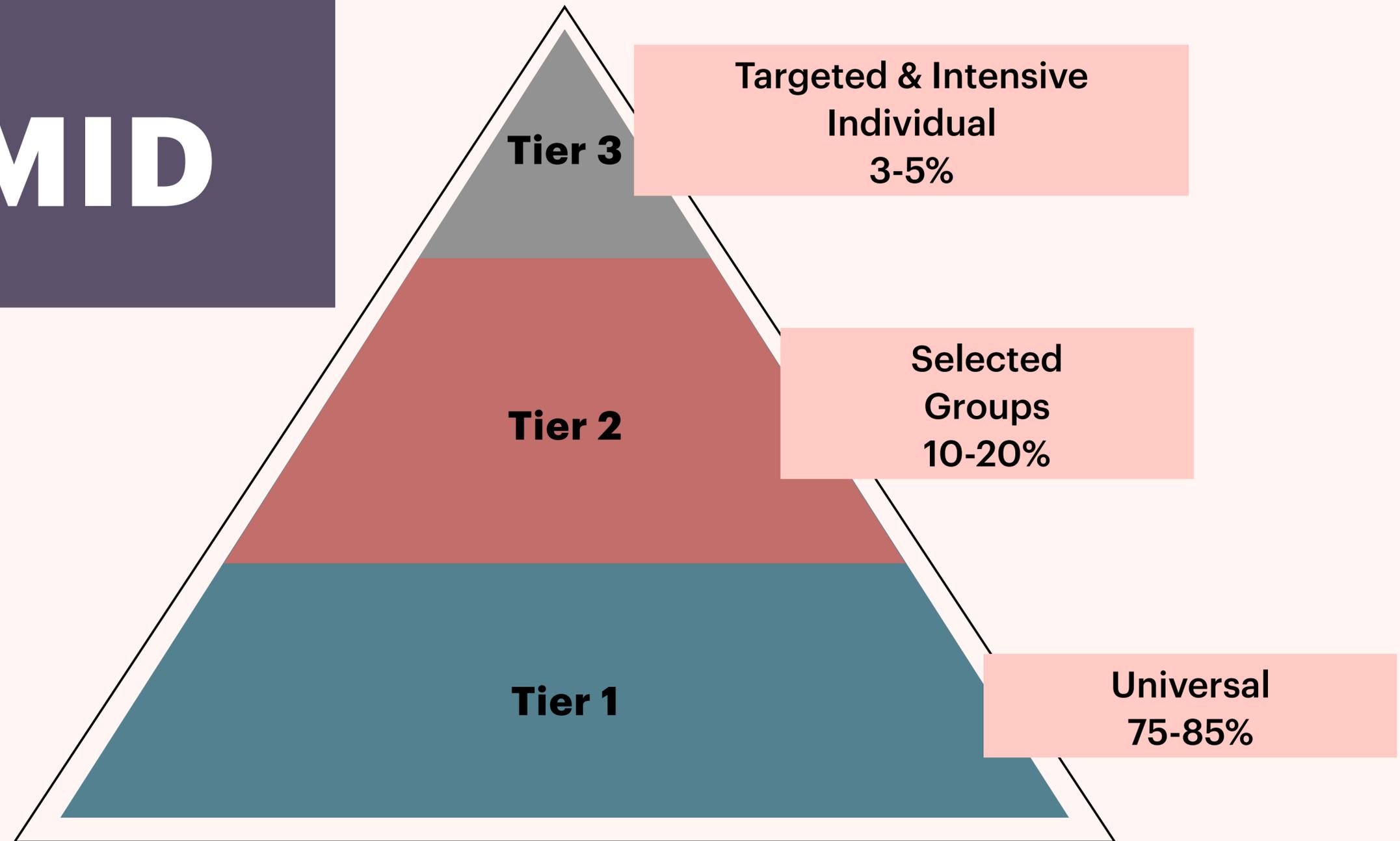
CLARITY OF GROUP PURPOSE

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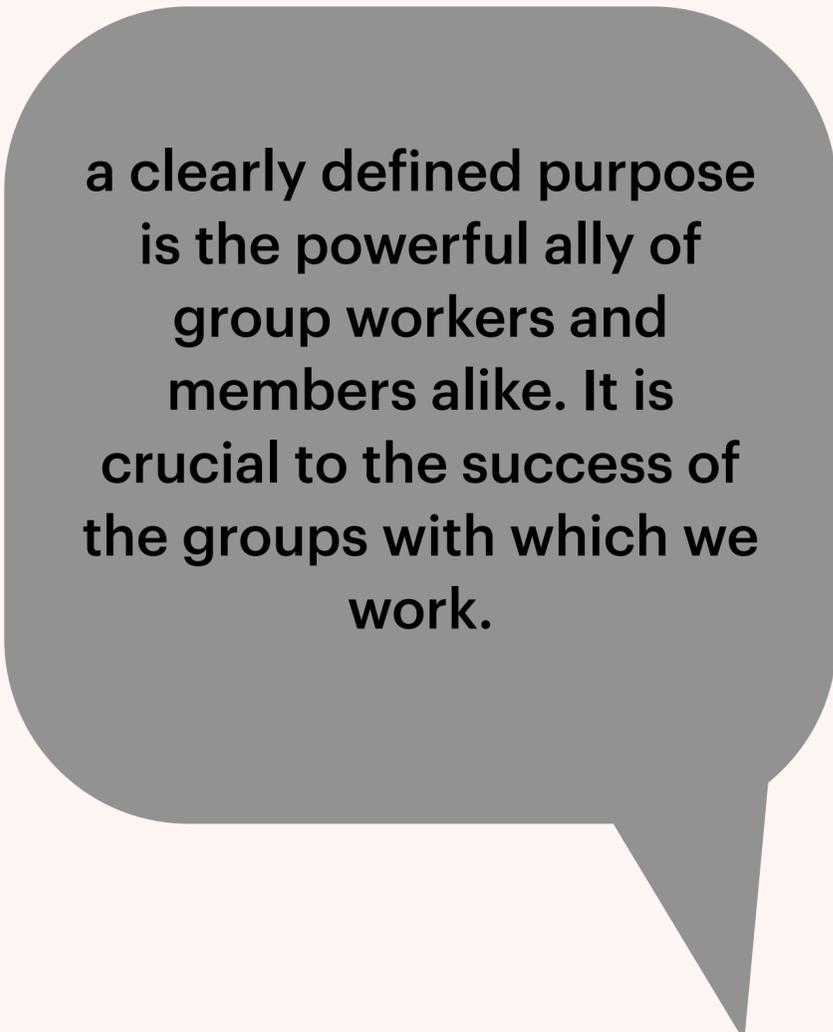
a clearly defined purpose is the powerful ally of group workers and members alike. It is crucial to the success of the groups with which we work.

(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)

String Paint & Discussion

SPEED HATING:

A Date with Discrimination