

Group Proposal: Increasing Self-esteem in Early Adolescent Females

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Group therapy has different purposes depending on the group. Group therapy can be therapeutic and educational and assist people in making absolute changes in their thinking, feeling, and acting (Corey et al., 2018). There is an advantage of group therapy over individual therapy. Group therapy encourages social exchanges and interpersonal communication more than individual therapy (Corey et al., 2018). Also, the approaches and methods used in group therapy are to assist in resolving members' interpersonal issues, encourage greater self-awareness and understanding, and assist them in working to eliminate their self-defeating thoughts and beliefs (Corey et al., 2018). For example, helping adolescents better to manage their peers, parents, and community. The therapist's role is to instruct decision-making and help the clients to build social and valuable skills. Introducing clients to these abilities will assist them in better integrating social relations and help with the management of themselves and their day-to-day activities.

Self-esteem can be defined as their judgment or opinion about themselves. Our sense of self-worth and capability depends on how much we consider ourselves valuable and capable (Christina Mariam Chacko et al., 2017). The adolescent years are when they test their limits, explore their values, and discover who they are. Also, in this critical transition period, female adolescents' self-esteem is often low, and they often experience identity conflicts (Dhanalakshmi, N et al., 2019). Therefore, the writer proposes a project to explore and teach young girls new skills to improve their self-esteem. Studies have shown that adolescents experience many life events that have positively and negatively impacted their self-esteem. However, self-esteem has been discussed as having two elements: efficacy or competence and self-worth (Christina Mariam Chacko et al., 2017). Efficacy defines a person's judgment about whether they can do something; it assesses ability relative to a task, and self-worth is an individual's measure of how

much he or she is valued. However, unfortunately, adolescence is a time described by low self-esteem and identity conflict, frequently even more so for females (Christina Mariam Chacko et al., 2017). An overview of self-esteem and group therapy will be presented in this proposal as the group details. In addition, the writer will discuss how the group will be run ethically, followed by the group's conclusion. Further details about this proposed therapy group can be found in the Appendix attached.

The therapy group will be conducted for adolescent females in middle school. Inviting adolescents generally ages ten to fifteen. Therefore, this group will be homogeneous. The group will not be limited to religion, race, ethnicity, or culture. The group will have 5 to 10 participants, as a group of this size is big enough for participants to be involved and encourages group bonding. This group will be in person in a school setting, with 12 therapy sessions. The group will meet for an hour and a half weekly for three months on Thursdays. The writer believes that if the group does not have a time limit, teenagers may feel overwhelmed and responsible for the group.

Moreover, the three months are to see if clients have made progress with their grades and maintain outstanding attendance. The group will be closed a group. That way, the group will learn together, create a bond, and teach one another their methods to better each other. Knowing someone who is going through a familiar dilemma creates a fellowship.

The therapist will target students with abnormal behavior, such as fighting with peers, arguing with teachers, cutting classes, and being suspended. In addition, the group therapist will conduct weekly feedback evaluations from the participants. Also, the participants will complete a weekly feedback evaluation form at the end of each session. Using this process, we will identify

how participants feel about the therapy and determine whether any adjustments should be made or new problems need to be addressed.

The first reason this group will run based on the school calendar is that participants need help transporting themselves to the sessions. The second reason is that often the most influential group in an adolescent's life is their peers, so that this group setting may be the most effective method for therapy in this population. Since they will be around their peers, they should not have any issues with sharing. When the school closes during major holidays, that session will also be closed, and an appointed date will be assigned. Moreover, a bus will be provided.

Most importantly, to ensure every participant makes it safe after each session. The schedule will be provided to staff and clients, teachers, and parents to ensure that the clients attend all sessions. Also, the therapist's information can be found on the therapist center's website.

The therapist leading the groups will be licensed and certified by the state and background checked by the school. Flyers will be distributed to referral groups, teachers, school counseling and administrative staff, potential participants, and their parents. Also, the flyer will be displayed in the school counseling office, the females' bathroom, and on the school announcement bulletin board. In addition, providing these details will inform referring schools and help prevent miscommunication regarding the group's purpose.

Evaluation is essential to reflective, professional, and ethical practice. This group must address ethical and legal concerns. The therapist will attach to professional, ethical guidelines. All members of the group must provide informed consent. However, adolescence can not formally consent, and legally they will need a guardian to sign the consent form. Therefore, their guardians will be educated on the purpose of the therapy and the consent form.

Additionally, the therapist will ensure that the client has the right to understand what is shared within the group and develop a rationale for the techniques used within the group. The therapist will avoid imposing her values on the group members and encourage mutual respect (2014 Code of Ethics.indd, 2014). Furthermore, the therapist will be trained in both group dynamics and cognitive therapy, so utilizing evidence-based techniques will be used to help increase group members' self-esteem. The group therapist will keep accurate progress notes. Members of the group will not be compelled to participate in the group.

The objective of this group is to promote personal growth by improving self-esteem and developing a positive self-image so that the members will be self-aware of their feelings, values, and needs. They will also increase self-understanding and self-acceptance for better functioning and leading a better life in the future.

To summarize, adolescence is when individuals evaluate who they are and who they want to become. Unfortunately, it is also a time when self-esteem can be attacked in several ways during this critical stage of development. As a result, this group program was developed using a wide range of evidence-based interventions. For example, mindfulness activities, cognitive-behavioral activities, and commitment to change were used.

References

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Does your teen struggle with:

SADNESS, IRRITABILITY, ISOLATION?

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This support group is for teen girls, ages 10-15

This group is a safe, welcoming space where young women can feel understood, supported, and learn specific coping tools

This weekly therapy group is led by a licensed therapy that focuses on:

- Self-Esteem
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- Coping
- Relationships
- Body Image
- Anxiety

How long: 1.5 hours/week for three months every thursdays

Where: 1 Post Rd, Westbury Middle School

How to sign-up?: Call 516-334-3458 or charlestonj@psyclinic.uncg.edu for a screener

<http://www.joyforthewomencenter.com>

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