

## **Journal two: 02/23/2023**

### **Case Study:**

You are a treatment team of school social workers in a middle school in East Harlem. Recently you were called to develop and implement a psychoeducational skills group for students. The reason for such a group is motivated by a report that there has been an increase in bullying and physical violence among community members, and some incidences have occurred in the school. It is September, and the principal wants this group to begin by October. Develop:

- The type of psychoeducational group you will run
- Why inclusion and exclusion criteria for membership will you utilize
- Do you prefer an open or closed group
- What will you research? How will you prepare your material?
- How will the group be run? (You are given a room by the principal to do this)
- What rules or guidelines will you consider?
- What is the purpose of this group?

### **Type of psychoeducational group:**

Considering the reason for the group, a psychoeducational skills group focusing on social skills and conflict resolution will be the most appropriate. This group will help students to learn skills that will help them manage conflicts in a non-violent and respectful way. The group will also help students develop empathy and understand different perspectives.

### **Inclusion and exclusion criteria:**

Students must have shown some form of aggression or violence towards others to be eligible for the group. Students identified as victims of bullying or violence will also be included. Exclusion criteria will include students with severe emotional or behavioral problems that would interfere with their ability to participate in the group.

### **Open or closed group:**

A closed group would be more appropriate for this type of psychoeducational group. It will allow the group to establish a sense of safety and consistency in the group process, which is especially important for addressing sensitive and personal topics.

### **Research and preparation:**

The treatment team must research evidence-based strategies for teaching social skills and conflict resolution to prepare for the group. Additionally, it would be helpful to understand the specific cultural and community factors that may contribute to bullying and violence in the school. This

can involve reviewing the existing literature, consulting with experts, and reviewing best practices for group therapy.

**Running the group:**

The group will be held in a room provided by the principal. The group will run for a set number of weeks, typically 8-12 sessions, each lasting approximately 45-60 minutes. The group will be led by the treatment team, consisting of social workers, psychologists, or other mental health professionals, who will facilitate the group process.

**Group guidelines:**

Establishing clear guidelines for the group is essential to ensure that all members feel safe and respected. Procedures will include the importance of confidentiality, respectful communication, active listening, and non-violent conflict resolution strategies. Additionally, ground rules will be established for what is and is not acceptable behavior during group meetings.

**Purpose of the group:**

The group aims to help students develop the skills to manage conflicts and interpersonal relationships in a non-violent and respectful way. By focusing on social skills and conflict resolution, students can learn how to interact with others positively and productively, reducing the likelihood of bullying and violence in the school. The group will provide a safe space for students to process their experiences and learn from one another.

## **Reference**

Zastrow, C., & Hessenauer, S. (2019). *Social work with groups: Comprehensive practice and self-care*. Cengage Learning.