

MCKENNA CLOTZMAN
STEPHANIE ADOMAKO

Maternal Depression group proposal

Agency Sponsorship

Study Abroad Program at Longwood University in Ghana

- Dr. Erica Brown-Meredith
- Encourages new perspectives and educates on ethical and legal issues

responsible global citizenship

- Farmville, VA Ghana
- serves students interested in studying global social work or

Ghanaian culture.

- Groups are provided for vulnerable populations.

Study Abroad locations



KUMASI

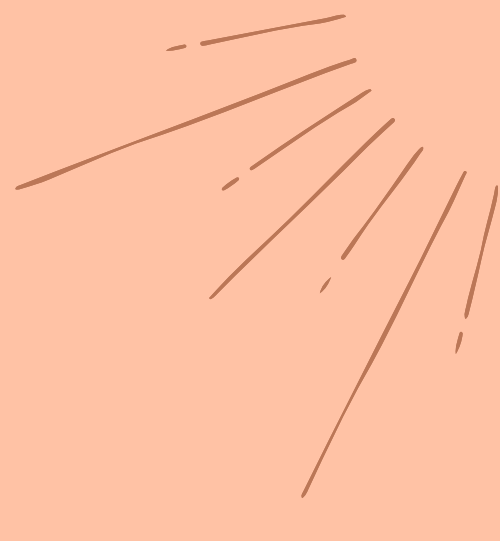


ACCRA



CAPE COAST

Purpose



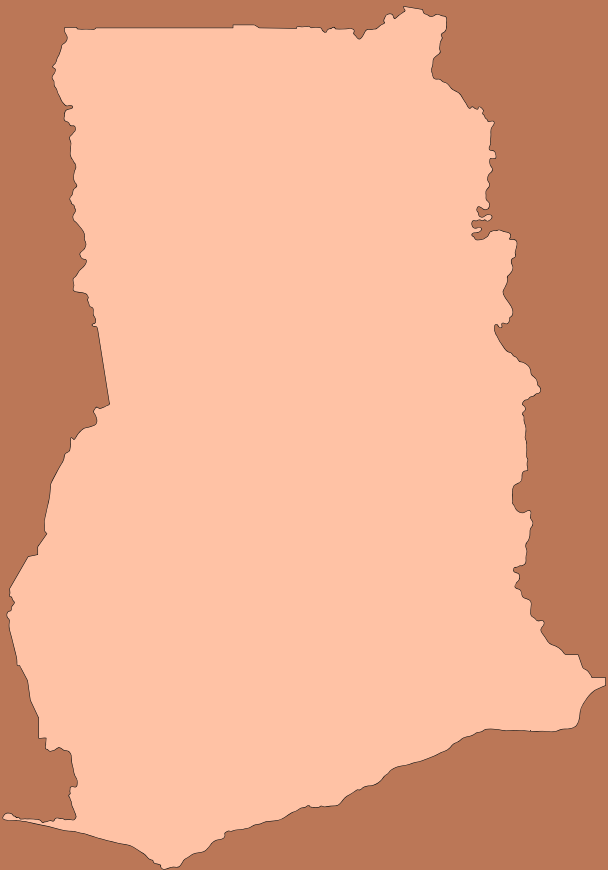
A psychoeducational group for Ghanaian women suffering from maternal depression as a result of risk factors such as interpersonal violence, poverty, and predisposing mental and/or physical illnesses.

- Anxiety and postpartum depression are common and can harm both moms and their children.
- After delivery, 12–13% of women report having depressive symptoms.
- In the first three months following childbirth, postnatal anxiety can appear in various ways across the different anxiety disorders, with prevalence rates ranging from 0.3% to 7.4%. Despite this, 13.1% of women experience comorbid depression and anxiety during the first eight weeks after giving birth. Postpartum depression and anxiety can lead to increased rates of intimate partner violence and lower development rates for their children.



Composition

- Young women in Ghana from various different socioeconomic and cultural backgrounds who are experiencing maternal depression
- Encourage heterogeneity and celebrate homogeneity to create stronger bonds between group participants.
- Ages 16 and up, mothers with at least one child, and experiencing maternal depression are all eligible.
- Exclude men to create a safe space for women to share and be vulnerable.
- Women of sizes 10-20 are expected.
- Closed group to protect confidentiality and group cohesion
- The role of facilitators is to educate about maternal depression, coping skills, and potential triggers and support participants on their journey to wellness.



Recruitment

- Dawn Sutherland from Bridge to Africa (BATC) is in charge of recruiting girls from a local school.
- The school is a senior high school in the village of Obo.
- Incentivize participation
- Longwood University merch and old cell phones will be used as rewards for participation in the group.

Environment

- Facilitators will rent a room from BTAC-Ashay University's Senior High School.
- Facilitators will bring their own materials, i.e., educational pamphlets, pens, paper, clipboards, etc.
- Lunch will be supplied for participants for the duration of the intervention.
- Facilitators do not have a budget but intend to do fundraising coordinated by study abroad leader Dr. Brown-Meredith.
- No child care will be provided during the session, and women will find their own means of transportation via walking, public bus, or taxi.

Orientation of members

- Group rules will be set at the beginning of the session in order to establish structure.
- SMART goals
- Participants will have identified at least three coping skills to address maternal depression by the end of the group.
- The group will discuss coping mechanisms.
- The group will practice at least five coping mechanisms.

- By the end of the group, participants will identify at least two triggers.
- -The group will define the term "triggers."
- The group will explore possible triggers.

Orientation of members pt 2

- By the end of the group, participants will identify at least two key members of their support system.
- The group will discuss what a healthy support system looks like for them.
- The group will discuss setting boundaries.

Orientation of Members pt. 3

- Summary of Activities
 - Begin with a culturally appropriate activity to make participants feel comfortable and welcome.
 - An educational presentation about maternal depression
 - Discuss risk factors, protective factors, symptoms, and statistics.
 - Lived experiences
 - Group discussion about maternal depression
 - An educational presentation about healthy vs. unhealthy coping skills
 - Discuss examples of coping skills.
 - Discuss strengths and existing coping skills.
 - Benefits of coping skills
 - Discuss six different coping skills.
 - Breathing techniques, meditations, tapping, etc.
 - Discuss family dynamics and support systems (systems theory).
 - Summarize, conclusion, questions

Contract

- written agreement to hold members accountable
- The goal is for all women to attend the whole 8-hour session unless there is an emergency.
 - Participants may leave if they choose. Participation is voluntary.
- Abide by the NASW Ethical Decision-Making Process.
 - Determine whether there is an ethical quandary or issue.
 - Identify key values
 - Rank values
 - Develop a plan.
 - Implement plan
 - Reflect

Contract pt 2.

- All disclosures will be confidential.
 - Confidentiality will be discussed during the rule-setting process.
- Group facilitators and participants will be in charge of monitoring adherence to the contract and rules that will be set at the beginning of the session.
 - Honest, clear, and open communication will be modeled and expected from participants.

Theoretical Framework

Social workers can construct interventions and arrange their work using social work theory as a starting point. It provides social workers with a method for addressing client issues from a research-based perspective.

The theories aid social workers in their understanding of the intricate human behaviors and societal contexts that affect the issues and lives of their clients.

- Systems theory: The foundation of systems theory in social work is the notion that a system of interconnected elements influences behavior. Family, friends, social contexts, economic status, and the home environment are a few of these elements.
 - Tradition and unity are huge parts of Ghanaian culture.
- Empowerment theory says that social work involves using intervention methods to guide people toward achieving a sense of control.
 - Empowerment theory says that social work uses a five-step problem-solving model to achieve its goals:
 - Identify problems.
 - Define strengths.
 - Set goals.
 - Implement interventions.
 - Evaluate successes on a collaborative level.

Challenges

- *The language barrier and language dialect In the regions of Accra, Kumasi, and Cape Coast*
 - *The major languages spoken are tied to the various major ethnic groups. They include Twi, Fante, Ga, Hausa, Dagbani, Ewe, and Nzema.*
 - *To combat this challenge, a language interpreter will be present during the session.*
- *Lack of participation*
 - *Beginning the 8-hour session with traditional music, saying a prayer, etc.,*
- *The arrival of group members*
 - *have tardy arrivals Make a brief introduction and supply them with educational pamphlets to catch up with the group.*
- *Child care and transportation funds*
 - *Fundraising to give women the money to pay for transportation*
 - *Volunteers to supervise childcare in the same building are a possibility.*

Ethical Considerations

- Disability resources/accessibility
 - Make sure the rented room or building is inclusive prior to arrival; if it is not, move to a more open area.
- Private disclosure (s)
 - Report to supervisors and social workers.
- Lack of resources post-session
 - Conduct prior research on the area to find organizations to help.
 - Setting up the donated phones so they may get in contact with organizations

Supervision

The groups will be led by social work students under the supervision of the study abroad coordinator and a local woman activist.

- Educational supervision ensures that the social work code of ethics and philosophy are followed as they learn about the culture in order to conduct interventions.
 - Developing cultural humility and competence
- Administrative supervision will consist of the evaluation of the facilitator's work, notes, and group intervention techniques after sessions.
- Supportive supervision will be used when facilitators face possible ethical considerations with foreign cultures.
- Supervisors should also be aware of their limitations and operate within the scope of their competence. When specialty practice areas are unfamiliar, supervisors should obtain assistance or refer supervisees to an appropriate source for consultation in the desired area.

References

Code of Ethics. NASW, National Association of Social Workers. (2021). Retrieved from <https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

Irvine, A., Rawlinson, C., Bor, W., & Hoehn, E. (2021). Evaluation of a collaborative group intervention for mothers with moderate to severe perinatal mental illness and their infants in Australia. *Infant Mental Health Journal*, 42(4), 560–572. <https://doi-org.proxy.longwood.edu/10.1002/imhj.21922>



Q&A