

Group Proposal

SOWK 425: Methods II: Social Work Practice with Groups
Presentation by Kellie Knight & Mary Martino
February 26, 2023




AGENCY SPONSORSHIP

Group Name: Intimate Partner Violence (IPV) Psychoeducational Support Group

Mission: To educate young women on the topic of IPV in Ghana, Africa, as well as to empower young women to be self-sufficient as it relates to mental health and coping strategies

Geographic location: Ghana, Africa (**Kumasi**, Cape Coast, and Accra)

Agency Collaboration:

- **Dr. Brown-Meredith:** Longwood University (CLASP)
 - **Dawn Sutherland:** Bridge-to-Africa, Inc. (Kumasi)
 - **Dr. Donkor:** Medical care (Accra)
- 

Population served: Young women in Ghana; middle and high school students

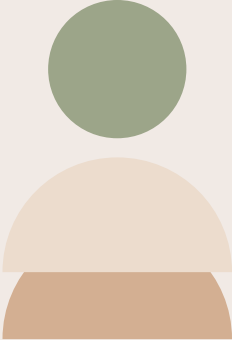


(BTAC, 2019)




PURPOSE

Literature Review: Support group emphasizing empowerment for young women experiencing IPV and/or it's consequences (mental and reproductive health)

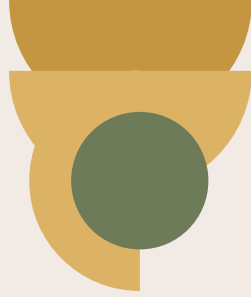


Service Provided: Psychoeducational support group emphasizing IPV prevalence and consequences; instruction and empowerment as it relates to self-efficacy and coping for mental health challenges

Need: Social norms rooted in the patriarchy and the stigmatization of mental health



THEORETICAL FRAMEWORK



Historical origins:

- Dates back to Marxist sociology
- “Empowerment”- Julian Rappaport (1980s)
- Empowerment value vs. theory- Marc Zimmerman (2000)

(*Empowerment*, n.d.)

Major tenants:

- Self-efficacy
- Critical consciousness
- Tool development

(United Way of the National Capital Arena, 2022)

Utilization in chosen group intervention:

Group facilitators will empower members who are experiencing IPV and/or its consequences.

- Learn skills of self-efficacy as it relates to coping mechanisms

COMPOSITION

Target population: Adolescents and young women in Ghana; those vulnerable to IPV and mental health challenges

Relevant demographics:

- Total population is roughly 33 million- women make up 50.1% (The World Bank, 2021).
- Nearly one-third of the total population is young women between 10 to 24 years old (United Nations Population Fund, 2017).
- 1 in 5 young women get married before the age of 18 (National Strategic Framework on Ending Child Marriage in Ghana 2017-2026, 2016).

Handling homogeneity/heterogeneity of the group: Meet the client where she is at; although not all will be at-risk of experiencing IPV, it is important to educate about IPV and how to handle mental health challenges. Group members will be encouraged to share their perceptions of the problem and brainstorm solutions.

COMPOSITION CONT...

Size:

- Ideal is 8-12; minimum 6, maximum 20
- Expected is TBD and able to be accommodated

Closed group: Builds cohesion and intimate connections

Roles of facilitator/co-facilitator: Educate group members about IPV; encourage and guide group discussions related to IPV, mental health, coping, and empowerment; enforce group safety, respect, and rules of confidentiality

S.M.A.R.T Goals

By the end of sessions, the group will identify 3 coping mechanisms to address mental health/trauma.

- The group will brainstorm and discuss various coping strategies
- The group will discuss the feasibility of utilizing coping mechanisms in their daily routines

By the end of sessions, the group will demonstrate improved levels of empowerment as measured by an MPES-SW.

- The group will discuss self-awareness at the start of sessions
- The group will define and explore what empowerment is/what it means to them
- The group will brainstorm positive self-affirmations and discuss how to implement them into their daily routines

Multicultural Psychological Empowerment Scale for Saudi Women

(MPES - SW)

N.	Phrases	Responses				
		Strongly agree	Agree	Indecisive	Disagree	Strongly disagree
First dimension: Meaningfulness						
1.	I know the value of the duties I do.	5	4	3	2	1
2.	I am aware of the impact of my goals achieving on various aspects of my life.	5	4	3	2	1
3.	I realize the usefulness of my community participation.	5	4	3	2	1
4.	I take advantage of every opportunity to develop my personality.	5	4	3	2	1
Second dimension: Impact						
5.	I can influence everyone around me.	5	4	3	2	1
6.	I invest my abilities in helping all members of my social context.	5	4	3	2	1
7.	I have the ability to persuade others in various situations.	5	4	3	2	1
8.	I contribute to creating a positive and moral atmosphere in all around me.	5	4	3	2	1
9.	I pass through my thoughts to others.	5	4	3	2	1
10.	I take advocacy positions of the rights of others.	5	4	3	2	1
11.	I take clear positions on various issues of life.	5	4	3	2	1
12.	I make a positive moral difference in my various relationships.	5	4	3	2	1
13.	I try to give power to those who need it from my social circle.	5	4	3	2	1
14.	I can establish effective alliances with others.	5	4	3	2	1
Third dimension: Self-efficacy						
15.	I control my behavior in the situations that need it.	5	4	3	2	1
16.	I invest the empowerment opportunities in various fields.	5	4	3	2	1
17.	I deal effectively with new situations.	5	4	3	2	1
18.	I can change my unwanted life statuses.	5	4	3	2	1
19.	I have good problem-solving skills.	5	4	3	2	1
20.	I manage the various types of available time.	5	4	3	2	1
21.	I try to gain everything useful that contributes to achieving my goals	5	4	3	2	1
Fourth dimension: Self-determination						
22.	I take the initiative in various life situations.	5	4	3	2	1
23.	I make my decisions with complete independence.	5	4	3	2	1
24.	I institute my relationships of my own free will.	5	4	3	2	1
25.	I practice freedom of choice in situations that need it.	5	4	3	2	1
26.	I take responsibility for my decisions.	5	4	3	2	1

EMPOWERMENT SCALE

Third dimension: Self-efficacy

15.	I control my behavior in the situations that need it.
16.	I invest the empowerment opportunities in various fields.
17.	I deal effectively with new situations.
18.	I can change my unwanted life statuses.
19.	I have good problem-solving skills.
20.	I manage the various types of available time.
21.	I try to gain everything useful that contributes to achieving my goals

Fourth dimension: Self-determination

22.	I take the initiative in various life situations.
23.	I make my decisions with complete independence.
24.	I institute my relationships of my own free will.
25.	I practice freedom of choice in situations that need it.
26.	I take responsibility for my decisions.

(Mourbarak et al., 2021)

RECRUITMENT

Methods for recruitment:

- Collaboration with Dawn Sutherland and the Bridge-To-Africa-Connection, Inc. (voluntary commitment)
- Proposal of incentives

Eligibility & Inclusion: Students involved in Dawn Sutherland's education program

Documents used: Informed consent form; expected to mention aspects of confidentiality

CONTRACT

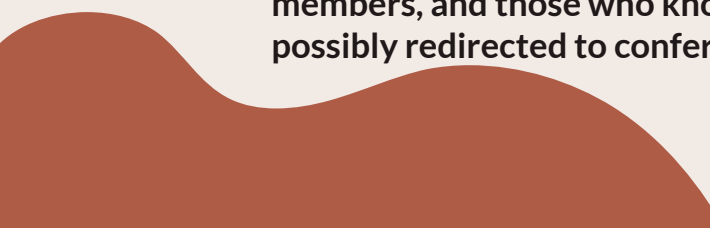


Contract: assumed a confidentiality contract will be included with the informed consent form

- Oral agreement for facilitator/group-made rules
- Completed in orientation; emphasized at the conclusion of sessions
- **Monitoring contract adherence:** check-ins and emphasis of accountability/fairness
- **Decision-making and re-negotiation of contract:** “majority rules;” demonstrate understanding of set requirements and discuss concerns/desired changes with facilitators

Sessions: 2 days

- Day one: group session (10AM-4PM)
- Day two: demonstration of group learning
- Group members are expected to attend the conference both days (closed group)
- Group members are expected to be on-time and remain for the entire duration of sessions; however, will be “caught up” on missed learning during session breaks
- Group members who impose distractions, demonstrate disrespect toward facilitators and other group members, and those who knowingly break confidentiality will be reminded of group rules, and possibly redirected to conference sponsors with the potential risk of being asked to leave



ORIENTATION

Procedures:

- Explain (S.M.A.R.T) goals; discuss what is planned to be accomplished by the end of sessions
- Determine what group participants plan to get out of sessions
- Address questions/concerns of participants
- Determine group roles and norms regarding privacy, confidentiality, informed consent, etc.

Documents:

- Informed consent document; confidentiality contract
- Empowerment scale (MPES-SW, modified)

Roles:

- **Facilitator:** Guide group discussion/education, moderate activities, enforce group rules
- **Participants:** Participate when willing, attend sessions, maintain confidentiality, listen and provide support to other group members

Activities:

- Introductions and icebreaker, set group rules for maintaining a safe space, complete MPES-SW at the beginning and end of sessions, discuss IPV and empowerment, brainstorm coping and positive self-affirmations, art activity

ENVIRONMENT

Physical arrangements:

- Kumasi; rented room within a school-for-girls
- Use large equipment available at the school
- Materials: supplied to the group by facilitators; enough materials to leave behind (replicable curriculum)
- Refreshments: lunch provided by study abroad group

Accessibility for persons with disabilities: TBD

Finances: No existing budget; fundraising coordinated by Dr. Brown-Meredith (CLASP)

Special arrangements:

- No plans for child-care
- Longwood students will travel by van
- Group members will walk or travel by bus

CHALLENGES AND SUPERVISION

Cultural Considerations:

- Stigmatization of mental health
- Lack of funding for mental health resources
- The absence of the women's role in Ghanaian society

Ethical Considerations:

- Cultural differences
- Dual relationships among group members

Supervision:

- **Administrative:** Consultation with administrators for guidance and evaluation
- **Educational:** Consultation with administrators for learning
- **Supportive:** Consultation with other students and administrators for problem-solving



THANK YOU!

ANY QUESTIONS?



References

ABOUT BTAC - Bridge-To-Africa Connection, Inc. (2021, January 19). Bridge-To-Africa Connection, Inc.

<https://bridgetoafricacconnection.org/about/>

Empowerment. (n.d.). The Decision Lab. <https://thedecisionlab.com/reference-guide/management/empowerment>

Mfoafo-M'Carthy, M., & Sossou, M. A. (2017). Stigma, Discrimination, and Social Exclusion of

the Mentally Ill: the Case of Ghana. *Journal of Human Rights and Social Work*, 2(4), 128–133.

<https://doi.org/10.1007/s41134-017-0043-2>

Moubarak, H. S., Afthanorhan, A., & Alrasheedi, E. (2021). Multicultural Psychological Empowerment Scale for Saudi Women.

Frontiers in Psychology, 12. <https://doi.org/10.3389/fpsyg.2021.768616>

Sikweyiya, Y., Addo-Lartey, A. A., Alangea, D. O., Dako-Gyeke, P., Chirwa, E. D.,

Coker-Appiah, D., Adanu, R. M. K., & Jewkes, R. (2020). Patriarchy and gender-inequitable attitudes as drivers of intimate partner violence against women in the central region of Ghana. *BMC Public Health*, 20(1).

<https://doi.org/10.1186/s12889-020-08825-z>

References

The World Bank. (2021). *Population, female (% of total population) - Ghana*.

<https://data.worldbank.org/indicator/SP.POP.TOTL.FE.ZS?locations=GH>

UNICEF & Government of Ghana. (2016). National Strategic Framework on Ending Child

Marriage in Ghana 2017-2026. *Ministry of Gender, Children and Social Protection*.

<https://www.unicef.org/ghana/media/1001/file/National%20Strategic%20Framework%20on%20Ending%20Child%20Marriage.pdf>

United Nations Population Fund. (2017). *Adolescents and Youth Dashboard - Ghana*.

<https://www.unfpa.org/data/adolescent-youth/GH>

United Way of the National Capital Area. (2022, May 24). *What Is Social Empowerment? Empowerment*

Theory. United Way NCA.