

Running head: SELF ESTEEM AND IDENTITY DEVELOPMENT

Completing the Puzzle

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I. Title of Group

Completing the Puzzle

II. Type of Group

Completing the Puzzle is intended to help female students who could benefit by collaborating with peers to enhance their self-esteem. This group will enable girls to improve their self confidence and sense of self in positive ways. Students will gain support from the group members and learn to create trusting relationships. This group is specifically designed for freshmen students who are female, who have one or more risk factors associated with low self esteem. Students can be referred by a counselor, teacher, parents or themselves. This is a voluntary group for girls committed to group work. The group will meet for 45 minutes for 15 weeks.

III. Rationale

Completing the Puzzle is designed to be a psycho-education and support group which will afford members with opportunities to help each other work on individual issues while being supportive and discussing their feelings and emotions in a safe environment. As female students move from junior high to high school their self esteem drops (Johnson, N. G., Robers, M. C., & Worell, J., 1999). Members may have different issues, but students will realize everyone has more similarities then they thought. This group will be a safe place for female students to discuss issues they are dealing with and create new trusting relationships with the other group members who are supporting them. Group members will be selected because they are at risk for one or more factors associated with low self-esteem. We know that these students may be withdrawn, quiet, have body image

issues, doing drugs and/or drinking, facing peer pressure problems, lacking support at home, have a single parent home, living in poverty, facing physical or emotional abuse, and more (Capuzzi & Gross, 2004). Enhancing self-esteem and building strong relationships reduces many of these issues. The population most at risk is adolescents ages 13-18, (Capuzzi & Gross, 2004). Group counseling is an effective intervention type with this population because at this developmental stage students learn best from each other, this setting will be ideal for both psychoeducation and remedial counseling (Erford, 2007).

IV. Goal and Objectives

The primary goal of Completing the Puzzle is for female students to learn how to respect themselves and others while making decisions which will help better their lives. This will help build their self-esteem and confidence. Students will be able to learn from mistakes rather than repeat them. Students will also create many positive feelings about themselves; learn how to create trusting relationships, and how to face peer pressure with saying no in a way they feel most comfortable.

V. Basic Information

Students in Completing the Puzzle will be recommended by counselors, teachers, parents or themselves. These students have one or more risk factor associated low self-esteem. Students in the group will all be freshmen in high school, female, and from different groups of friends. Each student will bring different problems to the group, this will help other group members realize everyone goes through something. All students will be

screened before entering the group. Students not appropriate for this group are those who have a psychological diagnosis, in danger of dropping out of school, or have difficulty with authority figures as they will benefit more from individual counseling. Each group will have about 6-8 students. They will meet every Tuesday or Thursday for two quarters of a semester. Meetings will be during seminar, 45 minutes long and held in the guidance conference room. Each week members will have the opportunity to participate in therapeutic activities designed to address related to self-esteem.

VI. Basic Group Rules

During group there will be very few rules. The students will get the opportunity to create their own rule list. Some of the rules from the facilitator will be, confidentiality, exposing information will result in termination from the group, students will all be respectful of one another, when one student is talking others are listening, students will sit in a circle, and the “ouch” rule. If students feel something is offensive they are allowed to voice their opinions in an effective way.

VII. Possible Topics

Completing the Puzzle meetings will be structured around therapeutic activities designed to enhance self-esteem.

Setting ground rules

Getting to know each other

Facilitate peer pressure activities and how to say no

Meditation activities

Drawing activities

Board games

Team work activities

Current issues – an issue you’re currently facing, asking others for help

Story time – an issue you faced and overcame yourself

Completing the puzzle

VIII. Best Practices

Screening will involve a brief interview and review of the consent form which must be signed by the student and their parent or guardian. By signing this students will understand confidentiality and agree to its terms. All students will understand that everything said in the group stays in the group.

IX. Special Considerations

The group is run in a school setting. Counselors will be available daily from 7:30am to 2:00pm. Students can set up a meeting with their counselor, or the counselor running the program. Mandated reporting is necessary when working with children. If I suspect abuse or neglect I would have to report it. If I felt a student was revealing a lot of information about themselves that is putting themselves or others in danger I would refer them right away to their counselor. When following counseling ethical codes and school guidelines it can get tricky when dealing with a serious issue. After checking the guidelines I would contact the next appropriate person, such as child abuse hotlines, or a hospital.

References

- Capuzzi, D., & Gross, D. R.. *Youth at Risk: a Prevention Resource for Counselors, Teachers, and Parents*. Alexandria, VA: American Counseling Association, 2008
- Erford, B. T. *Transforming the School Counseling Profession*. Upper Saddle River, NJ: Pearson Merrill/Prentice Hall, 2007.
- Johnson, N. G., Roberts, M. C., and Worell, J. *Beyond Appearance a New Look at Adolescent Girls*. Washington, DC: American Psychological Association, 1999.