

How to Start a Support Group in your Community

Day Two

Susan E. Brown, M.S., R.N.
Sandra Finestone, Psy.D.



شراكة الولايات المتحدة الأمريكية والشرق الأوسط
لمكافحة سرطان الثدي ونشر الوعي والبحوث

US-MIDDLE EAST PARTNERSHIP FOR
BREAST CANCER AWARENESS AND RESEARCH

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- Introductions
- Housekeeping
- Why we are here



PURPOSE

**To empower community members in the region
with knowledge and tools to start support groups
within your communities**



GOAL OF TODAY'S PROGRAM



The goal of today's program is to give you the opportunity to apply some of the information you heard yesterday through tools and activities that you may use to start your support group.

LEARNING OBJECTIVES


Upon the completion of this training, you will be able to:

- Identify three types of information gathered in the assessment phase of the development of support groups
- List three tasks associated with planning in the development of support groups
- Write a mission statement to define the purpose of a support group for your community
- Describe evaluation as part of planning
- Discuss three decisions to be made related to logistics when planning support groups



LEARNING OBJECTIVES CONT'D

Upon completion of this training, you will be able to:

- Describe ways to market a support group in your community
 - Discuss recordkeeping for support groups
 - Discuss ways to provide training for facilitators
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- Name two skills facilitators can develop to be effective in their roles
 - Discuss one difficult behavior and ideas for handling in a group
 - Describe methods of evaluation

AGENDA

- Goals and objectives
- Assessment
- Break
- Planning
- Lunch
- Implementation
- Break
- Evaluation
- Revise and modify plan
- Questions

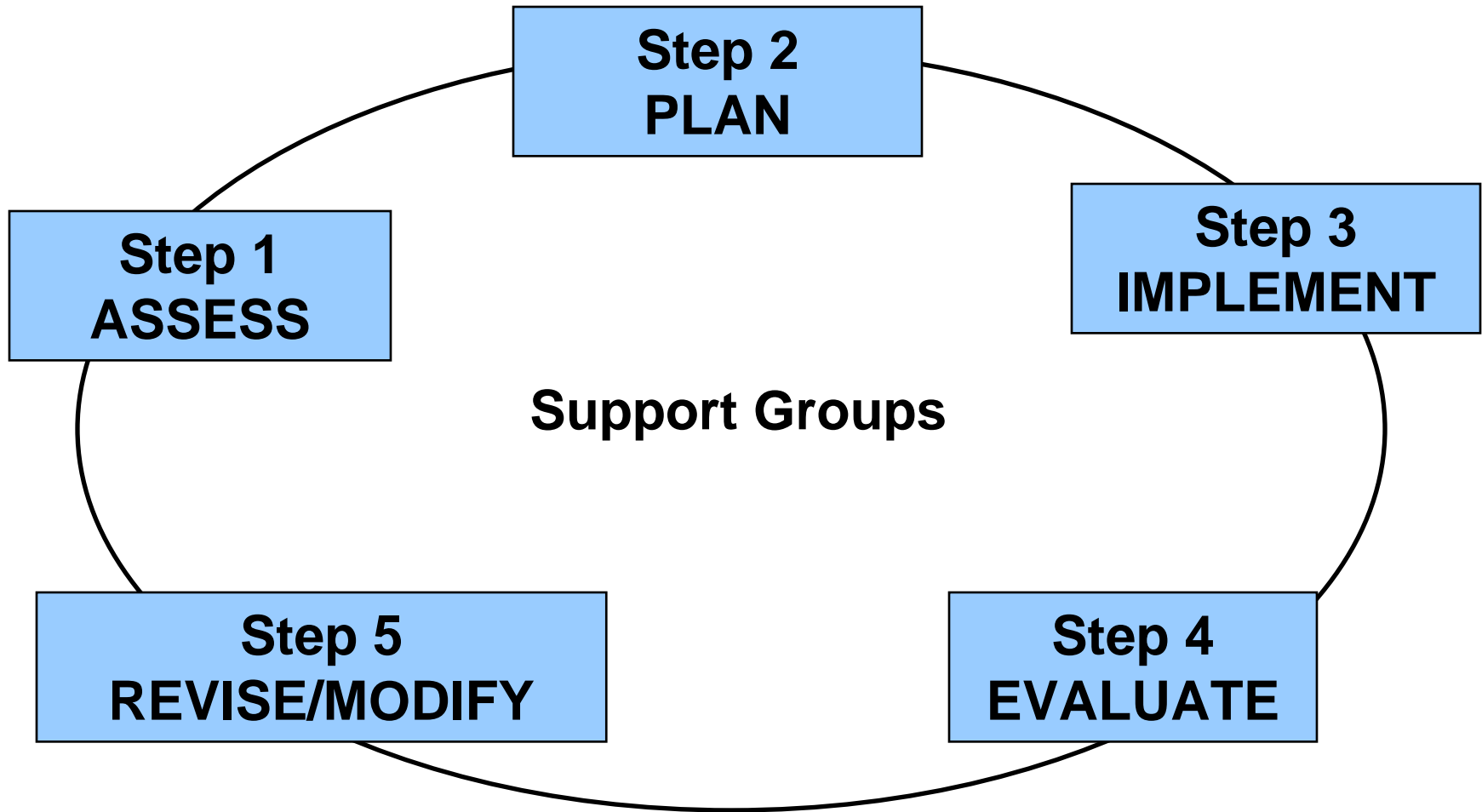


“Ground Rules”

- **Ask Questions !!**
- **Open, honest learning environment**
- **Mutual respect**
- **Everyone participates!**
- **Stay on schedule**



PLANNING MODEL



ASSESSMENT

PROCESS

- Who will be involved in the assessment process?
- How many will be involved in the assessment?
- How long do you think the assessment will take?
- Who will lead the assessment process and be responsible?



CONTENT

- Identify the need
- Gather information – breast cancer, people, community resources
- Make decisions
- Identify three types of information in the assessment phase of the development of support groups?

ASSESSMENT ACTIVITY

- Need
- Breast cancer
- People
- Resources



PLANNING

PROCESS

- Who will be involved in the planning process?
- How many will be involved in the planning?
- How long do you think the planning will take?
- Who will lead the planning process and be responsible?



CONTENT

- Define group focus/purpose -> Mission Statement -> Goals -> Objectives
- Type/Structure
- Logistics
- Marketing Plan
- Recordkeeping and Reporting
- Evaluation Plan

List three tasks associated with planning in the development of support groups

PLANNING: DEFINE PURPOSE

Mission Statement

- Defines the purpose of the group and can help define goals and objectives of the group
- Attracts people to the group
- Helps members stay focused on the goals
- Helps avoid confusion/straying as group grows



Example: To provide information and emotional support to people who are affected by breast cancer

PLANNING: DEFINE PURPOSE

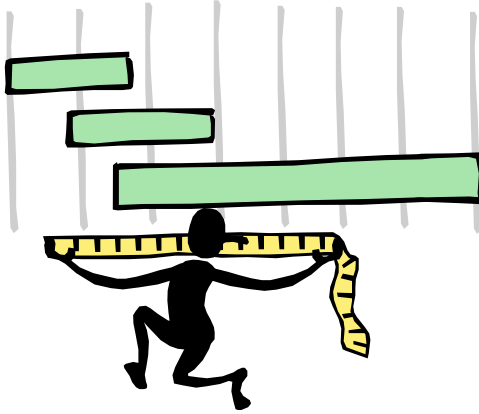
Goals

- **Broad**
- **Long-term**
- **Not necessarily measurable**



Example: To increase knowledge about breast cancer in women newly diagnosed with breast cancer.

PLANNING: DEFINE PURPOSE



Objectives

- Specific (S)
- Measurable (M)
- Achievable (A)
- Relevant (R)
- Timely (T)

Example: Weekly support groups are established in YXZ area in 2009 to provide women newly diagnosed with breast cancer information.

PLANNING: DEFINE PURPOSE

- Mission Statement
- Goals
- Objectives



PLANNING: Type



PROCESS

Who will be involved in this decision?

How many will be involved in making the decision?

How long do you think the planning will take?

Who will lead the decision-making process and be responsible?

PLANNING: TYPE / STRUCTURE CONT'D

CONTENT

- Professionally led
- Lay-led
- Combination-Led (by co-leaders)
- Patients Only
- Special Patient Groups
- Family/Partner Only
- Caregiver Only
- Children Only
- Mixed/Combination
- Ongoing
- Time-Limited
- Drop-In As Needed
- Free To Participants
- Participants Pay A Fee
- Mandated



PLANNING ACTIVITY: Type/Structure



PLANNING: LOGISTICS

PROCESS

- Who will make these decisions?
- How many will be involved?
- How long do you think this process will take?
- Who will lead the process and be responsible?

CONTENT

- Location
- Day and Time
- Refreshments
- Arrangement of Room
- Materials
- Sign-In Sheet
- Evaluation



Discuss three decisions to be made related to logistics when planning support groups.

PLANNING ACTIVITY: Logistics



PLANNING: MARKETING

PROCESS

- Who will participate?
- How many will be involved?
- How long do you think it will take?
- Who will lead and be responsible?

CONTENT

- Who will you contact?
- Who will pay for it?
- What types of marketing will you use?
- Who will be responsible for marketing of the support group?
- How will you evaluate the effectiveness of your marketing?



PLANNING ACTIVITY: Marketing



PLANNING: RECORDKEEPING AND REPORTING

PROCESS

- Who will be involved?
- How many will be involved?
- How much time do you think it will take?
- Who will take the lead and be responsible?

CONTENT

- What do we need to know?
- Who will keep the records?
- How will it be reported?



PLANNING ACTIVITY: Recordkeeping and Reporting



PLANNING: EVALUATION PLAN

PROCESS

- Why is evaluation important?
- Why talk about it now?
- Who will be involved?
- How many will be involved?
- How much time do you think will be required?
- Who will decide how and when it will be done?
- Who will lead and be responsible?



CONTENT

- Formal / Informal
- Schedule – after each meeting / at intervals?
- Content
- Process

PLANNING ACTIVITY: Evaluation



IMPLEMENTATION

PROCESS

- Who will be involved in implementation?
- How many will be involved in implementation?
- Who will lead implementation?

CONTENT

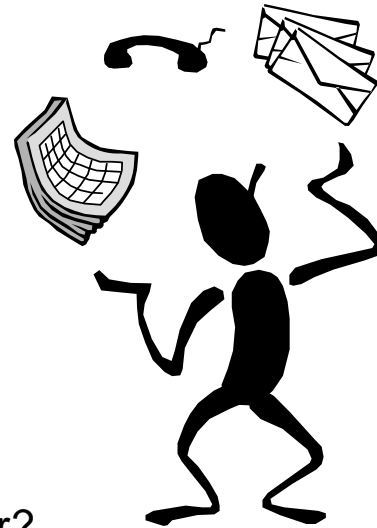
- Facilitators - Training
- Group Process and Facilitator Skills
- Facilitator and Group Tasks
- Evaluation



IMPLEMENTATION: FACILITATOR SKILLS AND NEEDS

PROCESS

- Who will be involved in this decision?
- How many will be involved?
- How much time do you think will be required?
- Who will lead and be responsible?



CONTENT

- Who will assess how well the facilitator is doing?
- What type of support will be provided for the facilitator?
- How will they be paid?
- What will they be paid?

Name three skills facilitators can develop to be effective in their roles



IMPLEMENTATION ACTIVITY: Facilitator Skills and Needs



IMPLEMENTATION: GROUP PROCESS AND HANDLING DIFFICULT BEHAVIORS

Most of the time the group process is very rewarding for the facilitator

Their efforts are appreciated

They are able to see benefit from what they do

But sometimes issues arise within the group that must be addressed

Sometimes it may be nothing more than difficult personalities or difficult situations

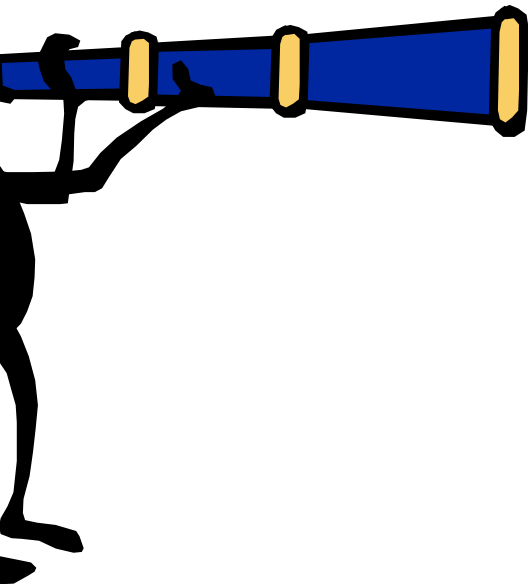
Discuss one difficult behavior that could occur and ideas for handling it in a group setting



IMPLEMENTATION ACTIVITY: Group Process and Handling Difficult Behaviors



EVALUATION



PROCESS

- Who will be involved?
- How many will be involved?
- Who will lead the decision-making process?

CONTENT

- Formal / Informal
- Schedule – after each meeting and at intervals
- Content
- Process

All the things that may need to be evaluated in the assessment, planning and implementation of support groups and describe methods to accomplish the evaluation



EVALUATION ACTIVITY



REVISE AND MODIFY THE PLAN

PROCESS

- Who will be involved in this decision?
- How many will be involved?
- How long do you think it will take?
- Who will lead and be responsible?

CONTENT

- Progress for change
- Criteria for change
- Next steps



Think about things that would indicate you needed to revise and modify your plan



REVISE AND MODIFY ACTIVITY



STAGES OF A GROUP

How can a facilitator prepare for each stage?
How can each stage be managed?



Stage 1 – high attendance, silent members, people who come once and never return

Be clear about your goals and guidelines.....keep calm

Stage 2 – fewer attendees, committed attendees, some dominant members

*Make sure everyone has a chance to speak
Be clear about your guidelines*



STAGES OF A GROUP CONT'D



Stage 3 – lots of discussion, sense of trust, sense of ease, more commitment

Congratulate yourself

Do evaluation to continually meet group needs

Stage 4 – a crisis takes place, a leader becomes ill or leaves, members are feeling less secure

Keep calm, recognize the inevitable stages

Discuss with group what has happened and how it feels

Celebrate what you have achieved

Ask group if they want to make changes



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