

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY
MSW Program**

**Social Group Work II
SWK 6024**

**Spring 2021
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Office Hours: By
Appointment**

COURSE DESCRIPTION

The course is a continuation of Social Group Work I and focuses on the students' development of practice skills in relation to theoretical constructs. Students will be able to demonstrate the use of group work skill to move the group process toward successful conclusion. Students will apply differing group models in a variety of settings and with diverse populations. All learning will include attention to the importance of values and ethics in group work practice. Students will also learn the principles of consultation for the development of group services for social work agencies. The course is integrated with field practice through case presentations, group simulations and class discussion.

SOCIAL WORK COMPETENCIES

This course will help students achieve the following competencies:

Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate. Social workers:

- Substantively and affectively prepare for actions with individuals, families, groups, organizations, and communities.
- Utilize a range of skills in the beginning stage derived from practice theory to help groups examine norms, structures, leadership issues, and processes including discussion of worker role.

- Help group members formulate goals and plan tasks, using engagement, clarification, and summarizing skills.

Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of interprofessional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decisionmaking. Social workers:

- Collect, organize and interpret client data
- Understand the assessment process in group work related to group dynamics, stage theory, group norms, member role and leadership

Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and interorganizational collaboration. Social workers:

- Help clients resolve problems
- Demonstrate use of skills that focus members on the change process when they are avoidant or encountering obstacles. These include the timely use of interpretation, confrontation, and a focus on directing the group to examine here and now processes.
- Apply social group work's humanistic values and demonstrate ability to develop the group's democratic process through use of skills that build participation, communication, caring and tolerance among members.

Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers:

- Analyze, monitor, and evaluate interventions
- Utilize skill to plan for each group member in the following areas: Continuation of services, referral or decision about stopping involvement in group.

I. **LEARNING OBJECTIVES**

At the conclusion of this course, students will be able to:

1. Apply group work theory to different settings and populations, e.g., children, adolescents, adults and the elderly.
2. Understand the impact of time on group process and to be able to work with different group structures i.e. open ended, single session and short-term groups.
3. Be able to develop a mutual aid process to facilitate members to help one another achieve their individual and collective aspirations and goals.
4. Demonstrate ability to identify and work with resistance to group and individual growth and change.
5. Appreciate ethnic identity, heritage, and cultural identity and to be able to promote intercultural acceptance among group members.
6. Understand the importance of social group work in meeting the normal growth and development needs of individuals particularly in community settings such as neighborhood community centers, schools, and Settlement Houses.
7. Understand the relationship between social group work, group psychotherapy and the treatment of mental illness.
8. Understand the consultation process in facilitating the development of group services to social work agencies.
9. Understand the termination stage of group development in terms of: variations with different group types and populations, tasks to be accomplished and the role of the worker.
10. Be able to work with at-risk and vulnerable populations.
11. Apply social work values and ethics to group work practice.

II. **INSTRUCTIONAL METHODS**

Learning will occur through a variety of experiences and methods such as lecture, class discussion, role plays, and presentations from field experience

III. COURSE EXPECTATIONS AND GRADING

Students are expected to attend all classes and to be on time. Class participation is important and there is an expectation that students will do the required reading specified under each course unit. Grades are largely based on assignments. Each assignment will be weighted as follows: 45% each for both assignments and 10% for class participation, attendance and completion of assignments on time. Grades are largely based primarily on written assignments.

Please see attached grading rubric.

Texts for the Course

Required:

- Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press.

Recommended:

- Gitterman, A. & Shulman, L. (Eds.). (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle*. 3rd Edition. New York: Columbia University Press.
- Malekoff, Andrew (2014). *Group work with adolescents: Principles and practice*. 3rd Edition. Gilford Press.

COURSE REQUIREMENTS

Assignment I – Due Session 7 - RECORD OF SERVICE

Through the assignment you are asked to identify a problem or theme experienced by a group with which you are working. You are also being asked to analyze your own practice with the group over time in relation to that problem/theme. Students are expected to draw upon knowledge from the research course to evaluate their practice.

Through the *Record of Service*, you are asked to identify a problem or theme experienced by a group with which you are working, or by an individual group member, and to analyze your own practice with the group over time in relation to that problem/theme.

Group problems may center around any of these four themes:

1. Group formation, i.e., helping members cope with the emotional problems of beginnings; helping the group define its purpose and contracting; promoting relationships between members, and perception of the worker.
2. Group structure, i.e., helping the group to make decisions, solve problems, improve

communication, deal with sub-groups, roles, status and manage conflict.

3. Individual need satisfaction -- helping the group deal with themes that are shared by the group members around developmental or situational issues, i.e., adolescents' struggle for independence; role loss among the elderly, and the stigma attached of being mentally ill.
4. Group relationship to its environment, i.e., helping the group deal with difficulties with the sponsoring agency, outside organizations and with other groups or individuals outside the group's boundaries.

If your focus is with an individual member of the group, use the Record of Service to focus on the difficulty a group member may be having within the group or with another system, i.e., family, school, welfare or peer group.

For more examples, see:

Garfield, G.P., & Irizarry, C.R. (1971). The record of service: Describing social work practice, In W. Schwartz & S.R. Zalba, (Eds.). *The practice of group work* (pp. 241-265). New York: Columbia University Press.

Getzel, G. S., & Kurland, R. (1987). Teaching and learning the practice of social group work: Four curriculum tools, In *Social group work: Competence and values in practice*, In. J. Lassner, K. Powell, & E. Finnegan, (Eds.). Social group work: Competence and values in practice (pp. 35-50). New York: Haworth Press.

After you have identified the problem/theme to address in the Record of Service, you are to examine that problem by completing the following final sections:

1. How the problem came to your attention. Present all relevant data about the members involved and the group's development in regard to the problem or issue. Also, include the first process excerpts in which the problem arose.
2. Summary of work. Include excerpts of portions of the process over time in which the problem appeared and how you acted or did not act to handle it. Date the excerpts and include in chronological order. They may involve whole sessions and/or parts of group sessions over several weeks. All interventions you made are to be underlined and numbered. In brackets next to each intervention, identify and describe the skill involved.
3. Assessment. In this section, you are asked to critically and systematically examine your own intervention or lack of intervention in the process. Identify problems you have that frequently enter into your practice such as: difficulty in handling conflict, a need to be overly controlling, etc. Assess each of your numbered interventions.
4. Specific next steps. Discuss specifically what you need to do in regard to the problem under discussion in you future intervention with the total group, individual group members, with the agency, and/or with others outside the agency.
5. Conceptual framework. List useful concepts that illuminate your work in relation to the problem or issue you have discussed and briefly discuss at least two journal articles relevant to the material you have presented in the Record of Service.

ASSIGNMENT II – Due Last Session- The Termination Stage In Group Development

Select one group with which you are presently working. Describe all of the termination work done with the group you selected.

Include substantial excerpts from group process recordings to illustrate the practice. Critically assess each of your interventions.

- If aspects of the termination work have not occurred as yet, describe in detail what you plan to do and the theoretical basis for your practice.
- Readings. You are expected to read the articles on termination listed in the Course syllabus and refer to them in discussion of the assignment questions. Also, refer specifically to the Northen and Shulman texts.

II. Guidelines for Completion of Assignment

Groups experience termination differently according to group type, such as task vs. treatment, whether the group is short or long term and stage of group development at the time of termination and group population.

Throughout the assignment indicate how you think these and other variations affect your role and the termination experience for the group.

1. Discuss the following
2. Preparation for termination
3. Tuning in to member feelings
4. Tuning in to worker feelings
5. Timing the work of termination
6. Emotionality of ending
7. Range of member feelings positive and negative
8. Role of worker in handling member feelings
9. Expression of worker feeling
10. Recapitulation and evaluation
11. Issues and questions to be discussed.
12. Developmental issues that are relevant for the group in the termination stage.
13. Special role of worker in the termination stage.
14. Obstacles that interfere with the termination work.
15. Plan for closure with the group.

Answer each of above topics separately and include the title of the question.

OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. <http://www.yu.edu/Student->

E-RESERVES

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is <http://yulib002.mc.yu.edu:2262/er.php>. Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES**FROM CANVAS**

1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves" (no password required)

FROM CAMPUS

1. If you wish to access e-reserves from the library home page (library.yu.edu),
2. Use "wurzweiler" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

FROM OFF-CAMPUS

1. Go to the library's online resources page:
http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES; you will be prompted for your Off Campus Access Service login and password.
3. Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

USING E-RESERVES

1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.
3. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes **plagiarism** and is a violation of

academic standards. The School will not condone **plagiarism** in any form and will impose sanctions to acts of **plagiarism**. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. **Plagiarism** occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also **plagiarism** to use the ideas and/or work of another student and present them as your own. It is **NOT plagiarism** to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **FAIL** the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

www.grammarly.com/plagiarism_checker

www.dustball.com/cs/plagiarism.checker

www.plagtracker.com

www.plagium.com/

www.plagscan.com/seesources/

www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain

other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

FERPA & OTHER UNIVERSITY POLICIES

- Wurzweiler's policies and procedures are in compliance with FERPA regulations. Information about FERPA regulations can be found [here](#).
- Drug-Free University Policy can be found [here](#).
- Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found [here](#).
- The University's Computer Guidelines can be found [here](#).

COURSE OUTLINE

UNIT I: INTRODUCTION (SESSION 1)

Learning Objectives Covered 1, 6

- A. Review of learning objectives, course content, learning methods, and assignments.
- B. Course expectations and grading.
- C. Identification of student interests and needs.
- D. Review of social group work's traditions and influential leaders.
- E. Discussion of content for Unit II: Group Work in Mental Health

Required Reading

Steinberg, D.M. (2006). The art, science, heart, and ethics of social group work: Lessons from a great teacher. *Social Work with Groups*, 29(2/3), 33-45.

UNIT II: GROUP WORK IN MENTAL HEALTH (SESSIONS 2-4)

Learning objectives covered: 1, 2, 3, 4, 7, 10.

Learning Themes

This unit examines the relationship between group work and group psychotherapy, differences that characterize psychiatric group work from other models, group services to meet the needs of individuals with emotional and mental illness, and the role of the group worker in group therapy.

Required Readings

Albert, A. (1994). Rethinking difference: A cognitive therapy group for chronic mental patients. *Social Work with Groups*, 17(1/2), 105-121.

- Bisson, J. I. (2003). Trauma-focused group psychotherapy is not effective for posttraumatic stress disorder in Vietnam veterans. *Evidence-Based Mental Health*, 6(4), 124-125.
- Garvin, C. (1992). A task centered group approach to work with the chronically mentally ill. In J. Garland, (Ed.), *Group work reaching out: People, places and power*, (pp. 67-80). New York: Haworth Press.
- Kelly, T.B. (1999). Mutual aid groups with mentally ill older adults. *Social Work with Groups*, 21(4), 63-80.
- Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work*, 51(1), 20-31.
- Miller, R., & Mason S.E. (1998). Group work with first episode schizophrenia clients. *Social Work with Groups*, 21(1/2), 19-33.

Recommended Readings

- Comblin, L. M., Stone, W. N., & Merritt, L. C. (1990). An adaptive approach to group therapy for the chronic patient. *Social Work with Groups*, 13(1), 53-65.
- Thomas, H., & Caplan, T. (1999). Spinning the group process wheel: Effective facilitation techniques for motivating involuntary client groups. *Social Work with Groups*, 21(4). 3-21.

UNIT III: CULTURAL COMPETENCY AND DIVERSITY IN GROUP WORK PRACTICE (SESSIONS 5-7) Learning objectives covered: 1, 4, 5, 7, 10.

Learning Themes

The unit addresses age, race, ethnicity, sexual orientation, religion, gender and trauma issues in contemporary group work practice. The role of group dynamics in multi-ethnic groups, the group workers role in ethnic and bicultural groups and managing cultural diversity in groups will also be explored.

Required Readings (You will be asked to select 3 from each subsection)

Race/Ethnicity/Language

- Brown, A., & Mistry, M.J. (2005). Group work with 'mixed membership' groups: Issues of race and gender. *Social Work with Groups*, 28(3), 133-148.
- Ludwig, K., Imperti, P., Rodriguez, R., & Torrens, A. (2006). Healing trauma and loss through a community-based multi-family group. *Social Work with Groups*, 29(4), 45-59.
- Miller, D. B. (1997). Parenting against the odds: African-American parents in the child welfare system-a group approach. *Social Work with Groups*, 20(1), 5-17.
- Sweifach, J. & LaPorte, H. (2007). A model for group work practice with ultra-Orthodox Jewish victims of domestic violence: A Qualitative study. *Social Work with Groups*, 30(3), 29-45.
- Sweifach, J. (2009). Cross-cultural group work practice with African American and Jewish adolescents – JCC/READY. *Social Work with Groups*, 32(1/2), 109-124.
- Waites, C. E. (1992). The tradition of group work and natural helping networks in the African American community. In D. A. Fike, & B. Rittner, (Eds.), *Working from strengths: The*

essence of group work (pp. 220-235). Miami, FL: Center for Group Work Studies.

Recommended Readings:

Cochran, D. L. (1997). African-American fathers focus on the family: A group approach to increasing visibility in research. *Social Work with Groups*, 20 (3), 75-88.

Ludwig, K. (2003). The impact of the translation process of bilingual groups, *Social Work with Groups*, 26(3), 19-31.

Saino, M. (2003). A new language for groups: Multilingual and multiethnic group work. *Social Work with Groups*, 26(1), 69-82.

Gender

Calhoun, G.B., Bartolomucci, C.L., & McLean, B.A. (2005). Building connections with female adolescent offenders. *Women & Therapy*, 28, 17-29.

Gitterman A., & Shulman L. (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle*. (3rd ed.). New York: Columbia University Press. (Chapter 11).

Gottlieb, N., Burden, D., McCormick, R., & NiCarthy, G. (1983). The distinctive attributes of feminist groups. *Social Work with Groups*, 6(3/4) 81-93.

Home, A. M. (1991). Mobilizing women's strengths for social change: The group connection. *Social Work with Groups*, 14(3/4), 153-173.

Wood, S. (2007). The analysis of an innovative HIV-positive women's support group. *Social Work with Groups*, 30(3), 9-28.

Recommended Readings:

Edell, M. (1998). Replacing community: Establishing linkages for women living with HIV/AIDS - a group approach. *Social Work with Groups*, 21(3), 49-62.

Required Readings

Children/Adolescents

Cusicanqui, M., & Salmon, R. (2004). Seniors, small fry and song: A group work libretto of an intergenerational singing group. *Journal of Gerontological Social Work*, 44(1/2), 189-210.

Garrett, K. (2004). Use of groups in school social work group work and group processes. *Social Work with Groups*, 27(2/3), 75-92.

Irizarry, C., & Appel, Y. H. (1994). In double jeopardy: Preadolescents in the inner city. In A. Gitterman & L. Shulman (Eds.), *Mutual aid groups, vulnerable populations and the life cycle* (pp. 111-140). New York: Columbia University Press.

Malekoff, A. (2007). A flexible organizing framework for group work with adolescents. *Social Work with Groups*, 30(3), 85-102

McFerran-Skewes, K. (2004). Using songs with groups of teenagers: How does it work? *Social Work with Groups*, 27(2/3), 143-157.

Ruffolo, M.C., Kahn, M.T., & Evans, M.E. (2006). Developing a parent-professional team leadership model in group work: Work with families and children experiencing behavioral and emotional problems. *Social Work*, 51(1), 39-47.

Shen, I. (2003). Talking with adolescents about race and ethnicity: What a group worker needs. *Social Work with Groups*, 26(3), 61-76.

Recommended Readings

Malekoff, A. (2004). Strengths-Based Group Work with Children and Adolescent. In C. Garvin, L. Gutierrez, and M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 93-110). New York: The Guilford Press.

Rose, S.D. (1985). Time-limited treatment groups for children. *Social Work with Groups*, 8(2), 17-27.

Woke, B.V. (2000). The power of group work with youth: Creating activists of the future. *Social Work with Groups*, 22(4), 3-13.

Trauma Survivors

Required Readings

Clemans, S.E. (2004). Recognizing vicarious traumatization: A single session group model for trauma workers. *Social work with Groups*, 27(2/3), 55-74.

Clemans, S.E. (2005). A feminist group for women rape survivors. *Social Work with Groups*, 28(2), 59-75.

David, P. (2002). Aging survivors of the Holocaust: Unique needs, responses, and long-term group work approaches. *Journal of Social Work in Long Term Care*, 1(3), 73-89.

Ludwig, K., Imperti, P., Rodriguez, R., & Torrens, A. (2006). Healing trauma and loss through a community-based multi-family group. *Social Work with Groups*, 29(4), 45-59.

Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work*, 51(1), 20-30.

Roe-Sepowitz, D., Pate, K.N. Bedard, L.E. & Greenwald, M. (2009). A trauma-based group intervention for incarcerated girls. *Social Work with groups*, 32(4), 330-341.

Recommended Readings

Brooke, H. (2001). Essentials of play therapy with abused children. *Journal of Interpersonal Violence*, 16(3), 284.

Ludwig, K., Imperti, P., Rodriguez, R., & Torrens, A. (2006). Healing trauma and loss through a community-based multi-family group. *Social Work with Groups*, 29(4), 45-59.

Gay/Lesbian/Bisexual/Transgender People

Required Readings

Ball, S. (1994). A group model for gay and lesbian clients with chronic mental illness. *Social*

Work, 39(1), pp.109-115.

Getzel, G. (1998). Group work practice with gay men and lesbians. In G. Mallon (Ed.), *Foundations of social work practice with lesbian and gay persons*. Washington, DC: American Psychiatric Press.

Van Voorhis, R., & Wagner, M. (2001). Coverage of gay and lesbian subject matter in social work journals. *Journal of Social Work Education*, 37(1), 147-160.

Recommended Readings

Ball, S. (1994). A group model for gay and lesbian clients with chronic mental illness. *Social Work*, 39(1), 109-115.

DeLois, K., & Cohen, M.B. (2000). A queer idea: Using group work principles to strengthen learning in a sexual minorities seminar. *Social Work with Groups*, 23(3), 53-67.

UNIT IV: SOCIAL GROUP WORK IN COMMUNITY & NEIGHBORHOOD SETTINGS (SESSIONS 8-9)

Learning objectives covered: 2, 4, 6.

Learning Themes

Covered are the opportunities for social group work in such settings as Jewish Community Centers, Settlement Houses, Camps and Schools. The decline of group work and the need for a revival of group work in community settings is addressed. A developmental model of social group work is examined.

Required Readings

Cohen, M.B., & Mullender, A. (2005). The personal in the political: Exploring the group work continuum from individual to social change goals. *Social Work with Groups*, 28(3), 187-204.

Collins, L. (2006). The meaning of camp and social group work principles. *Social Work with Groups*, 29(2/3), 133-148.

Goodman, H. (1997). Social group work in community corrections. *Social Work with Groups*, 20(1), 51-63.

Gitterman A., & Shulman L. (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle*. (3rd ed.). New York: Columbia University Press. (Chapter 7).

Miller, J. K., & Onserud, H. F., (1995). A community center model for current urban needs. In R. Kurland & R. Salmon (Eds.) *Group work practice in a troubled society: Problems and opportunities* (pp 203-216). New York: Haworth Press.

Recommended Readings:

Birnbaum, M.L., & Pine, B. (1997). Reviving group work in Jewish Community Centers. *Journal of Jewish Communal Service*, 73(4), 268-277.

Ramey, J. H. (1992). Group work practice in neighborhood centers today. In J. Garland, (Ed.), *Group work reaching out: People places and power* (pp. 193-206). New York: Haworth Press.

Rhudy, L. R. (1983). Four aspects of the development model of social group work as applied to groups in a Jewish community center setting. In N. N. Goroff, (Ed.), *Reading from the field: From practice to principle*, (pp. 625-644). Vol.2. Hebron, CT: The Practitioners Press.

Weiland, K., Zafran, M., & Brooks, L. (1988). Friendship camp: A model for therapeutic summer group work. In M. Leiderman, M. L. Birnbaum, & B. Dazzo, (Eds.). *Roots and new frontiers in social group work* (pp. 51-61). New York: Haworth Press.

UNIT V: SPECIFIC TYPES OF GROUPS: TASK ORIENTED GROUPS, SUPERVISION GROUPS, SINGLE SESSION GROUPS, OPEN-ENDED GROUPS (SESSIONS 10 - 11)

Learning objective covered: 2, 4, 6.

Learning Themes

The unit covers a typology of task groups including social action groups, the importance of member roles in task groups, a balance between task and socio-emotional functions, problem solving and decision making, training members for leadership responsibilities and the role of the worker in this model of group work.

Supervision Groups

Required Readings

Bogo, M., Globerman, J., & Sussman, T. (2004). Field instructor competence in group supervision: Students' views. *Journal of Teaching in Social Work*, 24 (1/2), 199-216.

Bogo, M., Globerman, J., & Sussman, T. (2004a). The field instructor as group worker: Managing trust and competition in group supervision. *Journal of Social Work Education*, 40(1), 13-26.

Clemans, S.E. (2008). Dilemmas in creating an intern/field instructor supervision group in a school-based health program: Thoughts on role and authority. *Social Work with Groups*, 31(2), 137-152.

Clemans, S.E. (In Press). The transformation of the purpose of a school-based supervision group during tough economic times: Challenges and considerations for the worker. *Social Work with Groups* **(Note: see next issue of social work with groups)**.

Sulman, J., Savage, D., Vrooman, P., & McGillivray, M. (2004). Social group work: Building a professional collective of hospital social workers. *Social Work in Health Care*, 39(3/4), 284-307.

Recommended Readings

Shulman, L., & Goldstein, S. (1992). *Interactional supervision*. Washington DC: National Association of Social Workers Press. (Chapters 2-3).

Walter, C.A., & Young, T.M. (1999). Combining individual and group supervision in educating for the social work profession. *The Clinical Supervisor*, 18(2), 73-89.

Open-ended Groups

Required Reading

Foreman, T., Willis, L., & Goodenough, B. (2005). Hospital-based support groups for parents of seriously unwell children: An example from pediatric oncology. *Social Work with Groups*, 28(2), 3-21.

Schopler, J.H., & Galinsky, M.J. (2005). Meeting practice needs: Conceptualizing the open-ended group. *Social Work with Groups*, 28(3), 69-89.

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Schopler, J.H., & Galinsky, M.J. (1989). Developmental patterns in open-ended groups. *Social Work with Groups*, 12(2), 99-114.

UNIT VI: THE DEVELOPMENT OF GROUP WORK SERVICES (SESSION 12)

Learning Objective covered: 8.

Learning Themes

Group Work is an essential component of comprehensive social work services within an agency. Despite the importance of group work, many agencies do not have a group work service. The roles and functions of the consultant in working with agencies and staff to develop group services is covered.

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Birnbaum, M. L. (1987). A model for in-service training with professional staff in work with groups. *Social Work with Groups*, 10(4), 111-125.

Brown, A. (1988). Consultation for group workers: Models and methods. *Social Work with Groups*, 11(1/2), 145-163.

Cohen, M.B. (1994). Who wants to chair the meeting? Group development and leadership patterns in a community action group of homeless people. *Social Work with Groups*, 17(1/2), 71-86.

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Bennett, L. (1979). Group services for COPD out-patients. *Social Work with Groups*, 2(2), 145-160.

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UNIT VII: SEPARATION, TERMINATION, TRANSITION (SESSIONS 13 -14).

Learning Themes

This section deals with the termination stage of group development. It focuses on group characteristics, reaction of worker and members to termination, variation in group reaction to termination according to group structure and type, and role of the worker in the termination process. Learning Objectives covered: 4, 9, 10.

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Pudil, J. (2006). I'm gone when you're gone: How a group can survive when it's leader takes a leave of absence. *Social Work with Groups*, 29(2/3), 217-233.

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Toseland, R.W., & Rivas, R.F. (2005). *Introduction to group work practice* (5th ed.). New York: Allyn & Bacon. (Chapter 14).

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Wayne, J., & Avery, N. (1979). Activities as a tool for group termination. *Social Work*, 24(1), 58-62.

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