

**YESHIVA UNIVERSITY  
WURZWEILER SCHOOL OF SOCIAL WORK**

**SOCIAL WORK WITH GROUPS  
SWK 6328  
SUMMER 2020 BLOCK I**

**COURSE DESCRIPTION**

The course is designed to increase students' knowledge and skill in social work practice with groups. Covered are the generic knowledge and skills that social workers require to work in groups with vulnerable populations. An aim of the course is to assist students in recognizing the efficacy of practice with groups in a variety of clinical and community settings. Emphasis is on the skills necessary for influencing individual change through small groups. Special issues include values and ethics in group work practice and social justice. This is an elective course that builds upon the knowledge and skills acquired in the first year Foundations of Practice courses.

**I. COURSE COMPETENCY OUTCOMES**

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 inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

**MEASURE 6A - Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.**

## **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 inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies. Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. Social workers develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and social workers select appropriate intervention.

### **MEASURE 7A – Collect, organize, and interpret client data.**

## **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 inter-organizational collaboration.

Social workers critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other

multidisciplinary theoretical frameworks in interventions with clients and constituencies. Social workers use inter-professional collaboration as appropriate to achieve beneficial practice outcomes, negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and, social workers facilitate effective transitions and endings that advance mutually agreed-on goals.

**MEASURE 8A – Help clients resolve problems.**

**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 select and use appropriate methods for evaluation of outcomes. Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. Social workers critically analyze, monitor, and evaluate intervention and program processes and outcomes; and social workers apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

**MEASURE 9A – Analyze, monitor and evaluate interventions.**

**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; 45% each for both assignments, and 10% for student discussion of readings, class attendance, and completing assignments on time.

**Text for the Course**

Brandler, S., & Roman, C.P. (2017). *Group work: Skills and strategies for effective interventions*. New York: Routledge Press.

ISBN: 0789007401 \$30.00

### **Recommended Text**

Shulman, L. (2016). *The skills of helping individuals, families, groups and communities* (8<sup>th</sup> ed.). Boston, MA: Cengage Learning.

ISBN: 9780789007407 \$70.00

Note: All required readings are on-line through electronic reserve (ERES). Your instructor will distribute the password and directions to access these readings

## **IV. COURSE REQUIREMENTS**

### **Assignments Assignment I – Due Session 7 - Forming A Group Within An Agency**

Prepare a plan for the development of a **new client group** in your field work agency. Discuss: the needs of the client population proposed for the group, how a group service will meet those needs; group purpose; who the members will be; group size and structure; pre-group contact with prospective members and content for the first meeting.

Discuss your plan with an agency staff member whose support would be required before you could start the group. Include his/her reactions (contact by email, and include the email correspondence).

You are expected to refer to concepts from the readings units III & IV, Chapter V in the text. The first assignment is due: **Session 7**

### **Assignment II – Due Session 13 - Group Assessment**

The assessment is to be conducted with a group you are in or have worked with or were a member. If the aforementioned do not apply to you, the assessment should be done by interviewing a fellow student who has worked with a group. The purpose of the assignment is to aid you in your present understanding of group and individual functioning and your role with the group as well as to serve as a guide for future action.

You are expected to incorporate concepts from the text and other required readings.

**A detailed outline is attached.**

## **V. Students with Disabilities**

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, (646) 592-4132, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, (646)592-4280, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

## **VI. E-Reserves**

What is eReserve?

eReserve (Electronic Reserve) is Yeshiva University's on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.

### **How do I use eReserve?**

1. Go to the library's online resources page: <http://www.yu.edu/libraries/>
2. Click on online resources.
3. Click on eReserves
4. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password (obtain this from the library).
5. In the 'search for Courses' box, type in the name of your course.
6. Click on the link to your course.
7. Enter the password given to you by your instructor (ALL UPPERCASE).
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
9. When the article text or book record appears on the screen, you can print, email, or save it to disk.
10. If you have any problems, please contact - [eres@yu.edu](mailto:eres@yu.edu).

## **VII. PLAGIARISM:**

Students should remember that the School will not condone plagiarism in any form and will sanction 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. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action, which may include expulsion.

## **VIII. HIPAA ALERT:**

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like 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, gender is directly related to the case presentation it can be included if it will not allow for identification.

## **IX. COURSE OUTLINE**

### **Unit I. Introduction To Course (Session 1)**

Competencies Covered: 6, 8

#### Learning Themes

This unit reviews the objectives for the class, course content, learning methods, course expectations, grading, and assignments. The unit will also review the positive and negative effects of groups on the individual and society.

#### Required Readings

Brandler, S., & Roman, C.P. (1999). *Group work: Skills and strategies for effective interventions*. New York: Haworth Press. (Chapter I).

Drumm, K. (2006). The essential power of group work. *Social Work with Groups*, 29(2/3), 17- 31.

#### Recommended Reading

Malekoff, A., & Papell, C. (2012). Remembering Hull House, speaking to Jane Addams, and preserving empathy. *Social Work with Groups*, 35(4), p. 306-312.

### **Unit II. The Evolution of Group Work (Sessions 2,3,4)**

Competencies Covered: 6, 7, 8.

#### Learning Themes

This unit covers the historical development of group work within the social work profession. We will examine humanistic values and democratic norms, focus on working with diverse populations, discuss major elements that characterize the group work method, and review the role of the social group worker.

#### Required Readings

Brandler, S. (1999). The small structured group: A tool for teaching social work values. *Social Work with Groups*, 22(1), 79-97.

Kurland, R. (2008). Debunking the “blood theory” of social work with groups: Group workers are made and not born. *Social Work with Groups* 30(1), 11-24

Papell, C. (2015). More than 60 years with social group work: Personal and professional history. *Social Work with Groups*, 38(3-4), 201-219

Shulman, L. (2005b). Group work method. In A. Gitterman & L. Shulman (Eds.). *Mutual aid groups, vulnerable and resilient populations, and the life cycle* (3<sup>rd</sup> ed) (pp. 573-596). New York: Columbia University Press.

Shulman, L. (2009). *The skills of helping individuals, families, groups and communities with infotrac* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth Publishing Co. (Chapter 8).

Steinberg, M. (2010). Mutual aid: A contribution to best-practice social work. *Social Work with Groups*, 33(1), 53-68

### Recommended Readings

Carey, L. (2016). Group work education: A call for renewed commitment. *Social Work with Groups*, 39(1), 48-61

Kurland, R., & Salmon, R., (1992). Group work vs. casework in a group: Principles and implications for teaching and practice *Social Work with Groups*, 15(4), 3-14.

Newstetter, N.I. (1935). *What is social group work?* In: proceedings of the National Conference of Social Work. (pp. 291-299). Chicago, IL: University of Chicago Press.

## **Unit III. The Process of Forming A Group Within An Agency (Session 5)**

Competencies covered: 6, 7, 8.

### Learning Themes

Concepts related to the agency system and function will be reviewed. A focus will be placed on the purposes and diversity of groups in social work practice. The criteria for deciding when groups are the modality of choice in social work practice will be emphasized, as well as issues in working with the staff and agency administrative systems to implement group plans. Selecting the type of group based upon client needs will be reviewed.

### Required Readings

Brandler, S., & Roman, C.P. (1999). *Group work: Skills and strategies for effective interventions*. New York: Haworth Press. (Chapter 5).

Gitterman, A. (2005). Group formation: Tasks, methods and skills. In A. Gitterman & L. Shulman (Eds.) *Mutual aid groups, vulnerable and resilient populations, and the life cycle* (3<sup>rd</sup> ed) (pp. 73-110). New York: Columbia University Press.

Kammerman, D. (2011). A new group worker's struggles and successes in a host

school. *Social Work with Groups*, 34(3-4), 233-245.

Kurland, R., & Salmon, R. (2006) Purpose: A misunderstood and misused keystone of group work practice. *Social Work with Groups*, 29(2/3), 105- 120.

Shulman, L. (2009). *The skills of helping individuals, families, groups and communities with infotrac* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth Publishing Co. (Chapter 9).

### Recommended Readings

Birnbaum, M., Catalina, J., Nisinzweig, S., & Abrams, V. (1989). Institutionalization of a group service in an individual-oriented agency. *Social Casework*, 70(8), 495-501.

Hannah, P.J. (2000). Preparing members for the expectations of social work with groups. *Social Work with Groups*. 2(4), 51-66.

### **Unit IV. Planning: Composition, Structure, Content (Sessions 6)**

Competencies covered: 6, 7, 8.

### Learning Themes

Principles that apply to group composition, emphasizing the differential process of assessment of individual members in socialization, treatment and task groups. Focus on how information on individuals is used and gathered. Content of group meetings and preparation of group members will be reviewed.

### Required Readings

Hannah, P.J. (2000). Preparing members for the expectations of social work with groups: An approach to the preparatory interview. *Social Work with Groups*, 22(4), 51-66.

Kleinmuntz, J. (2011). On becoming a group worker. *Social work with Groups*, 34(3-4), 219- 232.

Lesser, J.G., O'Neill, M., Burke, K., Scanlon, P., Hollis, K., & Miller, R. (2004). Women supporting women: A mutual aid group fosters new connections among women in the middle. *Social Work with Groups*, 27(1), 75-88.

Manov, O. (1986). The preliminary interview in social group work: Finding the spiral steps. *Social Work with Groups*, 9(2), 21-39.

Steinberg, D. (2010). Mutual aid: A contribution to best-practice social work. *Social Work with Groups*, 33(1), 53-68.

Sweifach, J. (2009). Cross-cultural group work practice with African-American and



Jewish adolescents. *Social Work with Groups*, 32(1-2), 109-124.

### Recommended Readings

Bildes, D. G. (1990). Race, color, ethnicity, and class: Issues of biculturalism in school based adolescent counseling groups. *Social Work with Groups*, 13(4), 43-58.

Jagendorf, V., & Malekoff, A. (2000). Groups-on-the go: Spontaneous formed mutual aid groups for adolescents in distress. *Social Work with Groups*, 22(4), 15-32.

## **Unit V. Stage I:- The Beginning Stage of Group Development (Sessions 7-8)**

Competencies covered: 6, 7, 8.

### Learning Themes

Group characteristics in the beginning stage with a focus on the tasks to be accomplished, as well as the role of the worker, and the elements of contracting.

### Required Readings

Birnbaum, M.L., Mason, S.E., Cicchetti, A. (2002). Impact of purposeful sessional endings on both the group and the practitioner. *Social Work with Groups*, 25(4), 3-19.

Brandler, S., & Roman, C.P. (1999). *Group work: Skills and strategies for effective interventions*. New York: Haworth Press. (Chapter 2).

Rooney, R. & Chovanec, M. (2004). Involuntary groups. In C. Garvin, L. Gutierrez, and M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 212- 226). New York: The Guilford Press.

Shulman, L. (2009). *The skills of helping individuals, families, groups and communities with infotrac* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth Publishing Co. (Chapters 10 & 11).

Toseland, R.W. & Rivas, R.F. (2005). *Introduction to group work practice* (5<sup>th</sup> ed.). New York: Allyn & Bacon. (Chapter 6).

### Recommended Readings

Caplan, T., & Thomas, T. (2003). If this is week three we must be doing 'feelings': An essay on the importance of client-paced group work. *Social Work with Groups*, 26(3) 5-17.

Solane, C. (2003). How Did We Get Here? The importance of sharing with members the reasons for a group's formation and the history of its development. *Social Work with Groups*, 26(2), 35-49.

## Unit VI. Stage II: Power and Control (Sessions 9,10)

Competencies covered: 6, 7, 8.

### Learning Themes

Group characteristics during the middle stage will be discussed. A focus will be placed on worker attitude toward group conflict, and the role of the worker during the conflict stage. Principles for working with group conflict will be reviewed, and the relevance of ethnic, gender and age factors within this stage will be discussed.

### Required Readings

Brandler, S., & Roman, C.P. (1999). *Group work: Skills and strategies for effective interventions*. New York: Haworth Press. (Chapter 8).

Damant, D., Roy, V., Chbat, M., Bedard, A., & Lebosse, C. (2014). A mutual aid group for women who use violence. *Social Work with Groups*, 37(3), 198-212.

Gitterman, A. (2006). Building mutual support in groups. *Social Work with Groups*, 28(3-4), 91- 106.

Hyde, B. (2013). Mutual aid group work: Social work leading the way to recovery-focused mental health practice. *Social Work with Groups*, 36(1), 43-88

Kurland, R., & Salmon, R. (1997). When worker and member expectations collide: The dilemma of establishing group norms in conflictual situations. In A. Alissi & C.G. Corto Mergins, (Eds.), *Voices from the field: Group work responds* (pp. 43-53). New York: Haworth Press.

Northern, H. (2003). I hate conflict but.....*Social Work with Groups*, 25(1-2), 39-44  
Steinberg, D.M. (2004). *The mutual aid approach to working with groups: Helping people help one another* (2<sup>nd</sup> ed.). Binghamton, NY: Haworth Press. (Chapter 1).

### Recommended Readings

Henry, S. (1992). *Group skills in social work: A four-dimensional approach*. Pacific Grove, CA: Brooks/Cole. (pp.127-159).

Hickle, K. (2014). Putting the pieces back together: A group intervention for sexually exploited adolescent girls. *Social Work*, 37(2), 99-113.

Kurland, R., & Salmon, R. (1997). When worker and member expectations collide: The dilemma of establishing group norms in conflictual situations. In A. Alissi & C.G. Corto Mergins, (Eds.), *Voices from the field: Group work*

*responds* (pp. 43-53). New York: The Haworth Press.

## **Unit VII. Mutuality and Work (Sessions 11,12,13)**

Competencies Covered: 6, 7, 8, 9

### Learning Themes

The problem solving process will be explored. Creating a group assessment and working with individuals in the group will be discussed. The use of activities in a group will be emphasized.

### Required Readings

Brandler, S., & Roman, C.P. (1999). *Group work: Skills and strategies for effective interventions*. New York: Haworth Press. (Chapters 3, 6, & 7).

Malekoff, A. (2016). Linear paths and circuitous detours in group work with adolescents. *Social Work with Groups*, 39(1), 35-47.

Northen, H., & Kurland, R. (2001). *Social work with groups* (3<sup>rd</sup> ed.). New York: Columbia University Press. (Chapters 11 & 4).

Shulman, L. (2009). *The skills of helping individuals, families, groups and communities with infotrac* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth Publishing Co. (Chapters 4, 11, & 12).

### Recommended Readings

Brown, L. N. (1991). *Groups for growth and change*. New York: Longman. (pp. 189-217).

Getzel, G. S. (1983). Poetry writing groups and the elderly: A reconsideration of art and social group work. *Social Work with Groups*, 6(1), 65-76.

Wayne, J., & Weeks, K. K. (1984). Group work with abused adolescent girls: A special challenge. *Social Work with Groups*, 7(4), 83-104.

## **Unit VIII. Stage IV: Separation, Termination, Transition (Sessions 14)**

Competencies Covered: 6, 7, 8, 9

### 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.

## Required Readings

- Brandler, S., & Roman, C. P. (1999). *Group Work: Skills and strategies for effective interventions*, New York: Haworth Press, Inc. (Chapter 4).
- 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.
- Roman, C.P. (2006). A worker's personal grief and its impact on processing a group's termination. *Social Work with Groups*, 29(2), 235-242.
- Shulman, L. (2009). *The skills of helping individuals, families, groups and communities with infotrac* (5<sup>th</sup> ed.). Belmont, CA: Wadsworth Publishing Co. (Chapter 13).
- Toseland, R.W. & Rivas, R.F. (2005). *Introduction to group work practice* (5<sup>th</sup> ed.). New York: Allyn & Bacon. (Chapter 14).

## Recommended Readings

- Garvin, C.D. (1997). *Contemporary group work* (3<sup>rd</sup> Ed.). Boston: Allyn and Bacon. (pp. 208- 211).
- Wayne, J., & Avery, N. (1979). Activities as a tool for group termination. *Social Work*, 24(1), 58-62.

## **ASSIGNMENT II**

### Guide for Group Assessment

The following concepts are useful in understanding how the group as a whole is functioning. The questions help to focus the assessment.

### **Group Purpose**

Purpose expresses the common need problem or interest that brings the members together and how the group will be of help. It is a process of clarification that continues throughout group development.

- a. Is the group purpose clear to the worker, agency and members?
- b. Is there congruence between the worker and members' perception of group purpose?
- c. Have the members shared their goals and expectations as part of the shaping of group purpose.
- d. Does the group continue to refer to its purpose or has the purpose stated at the

beginning, been forgotten?

### **Social Interaction**

Through interaction the members influence each other's attitudes and behavior and accomplish group goals.

- a. Is there active participation by group members or is the discussion dominated by certain members?
- b. Are the members communicating with one another or does the interaction tend to be between the members and the worker?
- c. Do the members share their conscious thoughts and feelings about the group or do they avoid open and honest communication with the worker and one another?
- d. Do the members listen to one another or are interruptions prevalent? If interruptions are occurring who interrupts whom?

### **Relationships**

The positive and negative feelings the members have for one another affect the group process and the achievement of individual group goals.

- a. Are members regarded favorably by the group or are there individuals who are rejected?
- b. What factors influence the attraction and repulsion among member?
- c. Do members recognize their interdependence and reach out to help one another?
- d. Do members regard one another objectively or do stereotypes exist based on such characteristics as: race, religion, gender, social class and appearance.

### **Roles**

Members perform various informal and formal roles in their interaction with each other. Informal roles express individual needs as well as the expectations of others while formal roles are designated positions related to the purpose and structure of the group.

- a. What informal roles are performed by individual members?
- b. Are the roles constructive for the individual in the roles and for the group or are there roles that are destructive for the individual and the group?
- c. Are any individuals stereotyped in their roles by the group so that it is hard to alter their role behavior?

- d. Are there formal or informal roles needed the group to achieve its goals that are not being performed?

## **Norms**

Norms express standards of behavior to which the members of a group expect one another to meet. Norms differ from rules, which are externally imposed on the group by the worker or agency. They develop from social interaction and provide stability and control. Norms may help or hinder the group. The following questions express humanistic values and democratic norms providing the foundation for the practice of social group work.

- a. Does the group value the contributions of all of its members regardless of such factors as race, class, status, age, and gender?
- b. Is there a norm for inclusion of different kinds of people and opinions rather than for exclusion?
- c. Does the group allow expression and experimentation with new ideas and behaviors?
- d. Are the interactions of group members based on caring and helping, or do members avoid taking responsibility for one another?
- e. Do members take responsibility for the group through collective decision making or is responsibility avoided and decisions made by the worker or a few members?

## **Conflict**

Differences amongst the members are a normal and natural part of the group process and essential for group development and change. The ways in which members recognize and manage conflict is crucial to group functioning and survival.

- a. Does the group avoid dealing with conflict or are difference recognized and accepted as beneficial to the group?
- b. Does the group allow for a full and open discussion of differences or is there a tendency toward premature resolution of the conflict?
- c. Are the ideas and opinions of all group members solicited in the resolution of conflict?
- d. Is there sufficient closure to insure that the conflict is satisfactorily resolved by the members?

## **Group Cohesion**

- a. Cohesion refers to the attraction the members have for one another, the worker and the group as an entity. The more cohesive the group the greater is its influence

on the members. The following attributes are signs of group cohesion.

- b. Regularity of attendance and punctuality predominate, especially in groups in which memberships voluntary
- c. Members feel that they belong, as evidenced by knowing who are members and differentiating themselves from nonmembers.
- d. Members increase their expressions of Awe@ feelings, symbolizing identification of members with each other and with the group entity.
- e. Relationships among members become accepting, interdependent, and intimate.
- f. Members become highly invested in their participation in the content of the group experience.
- g. Members express verbally their satisfaction with being a member of the group and with the way it operates.
- h. The social climate is characterized by spontaneity, informality, and appropriate self-disclosure.