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:

- 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.
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 decision making.

Social workers:

• collect and organize data, and apply critical thinking to interpret information from clients and constituencies;
• 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; and develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

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:

• critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies;
• apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and
constituencies; • 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

• facilitate effective transitions and endings that advance mutually agreed-on goals

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

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: 35% each for both assignments and 25% for class participation, attendance and completion of assignments on time. Grades are largely based primarily on written assignments.

Texts for the Course


Recommended Text

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

COURSE REQUIREMENTS

See separate handout with assignments

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.

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.

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.
To access E-Reserves from the library website:

- Go to your course Canvas Page
- Click on “Library online resources and E-Reserves”.
- If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password: [https://library.yu.edu/OffCampusAccess](https://library.yu.edu/OffCampusAccess)
- When the article text or book record appears on the screen, you can print, email, or save it to disk.
- If you have any problems, please contact - [ereserves@yu.edu](mailto:ereserves@yu.edu).

If your course does NOT use Canvas:

- Go to the Library homepage: [https://library.yu.edu/home](https://library.yu.edu/home)
- Click “Resources” then “E-Reserves” on the dropdown menu
- Search your course by title, number or instructor.
- Enter the password when directed (‘wurzweiler’ [all lower case])
- When the article text or book record appears on the screen, you can print, email, or save it to disk.
- If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password: [https://library.yu.edu/OffCampusAccess](https://library.yu.edu/OffCampusAccess)
- If you have any problems, please contact - [ereserves@yu.edu](mailto:ereserves@yu.edu).

COURSE OUTLINE

UNIT I: INTRODUCTION (SESSION 1)

Learning Objectives Covered 1, 6

1. Review of learning objectives, course content, learning methods, and assignments.
2. Course expectations and grading.
3. Identification of student interests and needs.
4. Review of social group work’s traditions and influential leaders.
5. Discussion of content for Unit II: Group Work in Mental Health

Required Reading

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


Recommended Readings


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**


**Recommended Readings:**


**Gender**


Required Readings

Children/Adolescents


Recommended Readings


**Trauma Survivors**

Required Readings


**Gay/Lesbian/Bisexual/Transgender People**

Required Readings


Recommended Readings


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

Recommended Readings:


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


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).


Recommended Readings


Open-ended Groups

Required Reading


Recommended Reading:

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.

Required Readings

Birnbaum, M. L. (1987). A model for in-service training with professional staff in work with
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.

Required Readings


Recommended Readings


BIBLIOGRAPHY

Social Group Work I & II

HISTORICAL ORIGINS OF SOCIAL GROUP WORK


**KNOWLEDGE BASE FOR SOCIAL GROUP WORK PRACTICE**


work with groups. Social Work with Groups, 27(1), 35-52.


**PRE-GROUP PLANNING AND GROUP FORMATION**


BEGINNING STAGE


ENDINGS/TERMINATION


PRACTICE WITH DIFFERENT POPULATIONS

MUTUAL AID, SUPPORT, SELF HELP GROUPS


**CHILDREN**


OLDER ADULTS


ETHNIC DIVERSITY


LGBTQ


TRAUMA


MENTALLY ILL


CO-LEADERSHIP


**TYPE OF GROUPS**

**PSYCHOTHERAPY GROUPS**


**MUTUAL AID, SUPPORT, SELF HELP GROUPS**


USE OF PROGRAM AND ACTIVITY


TASK ORIENTED GROUPS: ADMINISTRATIVE AND SOCIAL ACTION GROUPS


Finnegan, E. (1987). The day the roof could have fallen in: Some naturalistic observations about board committees, professional behaviors, and the development of a working group. Social Work with Groups, 10(2), 69-78.


TIME LIMITED GROUPS


DEVELOPMENTAL, SOCIALIZATION, PSYCHO-EDUCATIONAL GROUPS


OPEN ENDED GROUPS


RESEARCH, EVALUATION AND EMPIRICAL EVIDENCE


PEOPLE WITH HIV/AIDS


PEOPLE MANDATED TO TREATMENT
