WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY
MSW PROGRAM

SWK 6328: SOCIAL WORK WITH GROUPS
Fall 2024

COURSE DESCRIPTION

This course is designed to increase students' knowledge and skill in the social group work method. This is an elective course that builds upon the knowledge and skills acquired in Generalist Practice course and HBSE. This course focuses on the theory and practice of social group work.

SOCIAL WORK COMPETENCIES (click the link for a list of all nine competencies)

Competency 1- Demonstrate Ethical and Professional Behavior Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams.

Competency 2- Advance Human Rights and Social, Economic, and Environmental Justice. Social workers are advocates for human rights, economic and environmental justice in direct practice with individuals, families, groups and communities as well as efforts focused on program development and policy development.

Competency 4- Engage in Practice-informed Research and Research-informed Practice. Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multidisciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 5- Engage in policy practice Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development

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.

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. Students will:

Competency 8 – Interventions with Individuals, Families, Groups, 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.

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.

I. LEARNING OBJECTIVES

1. Apply group work theory to different settings and populations, e.g., children, adolescents, adults and the elderly.

2. Understand and apply basic concepts of social group work, including recruitment, group formation, facilitation, assessment, group decision-making, problem solving, and termination.

3. 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.

4. Be able to develop a mutual aid process to facilitate members to help one another achieve their individual and collective aspirations and goals.

5. Demonstrate ability to identify and work with resistance to group and individual growth and change.

6. Develop skills in identifying group members' issues, problems, needs, resources, and assets within a framework of group processes, dynamics, and developmental stages.

7. Appreciate ethnic identity, heritage, and cultural identity and to be able to promote intercultural acceptance among group members. Develop tools and techniques for understanding, affirming, and respecting group members from diverse backgrounds

8. 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.

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. 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 lectures, class discussions, discussion boards, journal assignments, case scenarios, class exercises, role plays,

films, and presentations. This class includes 37.5 contact hours. Students will be in class live online with the professor for 2 hours each week for 14 weeks and will complete an additional 9.5 hours throughout the semester on four interactive written discussion board assignments with the professor and peers.

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.

Assignment	Grade %	Due Date
Assignment #1: Forming A Group Within An Agency	% 35	7TH session
Assignment #2: Group Assessment	% 40	13TH session
Completion of assigned readings, participation in class & Canvas assignments	% 25	

Rubric for Participation, Attendance and Comportment

Class Participation	Contributes to class discussions by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives **8 points**	Attends class regularly and *sometimes contributes* to the discussion in the aforementioned ways. **6 points**	Attends class regularly but *rarely contributes* to the discussion in the aforementioned ways. **4 points**	Attends class regularly but *never contributes* to the discussion in the aforementioned ways. **2 points**
Attendance	Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed. **7 points**	Minimal lateness; almost never misses a class; no unexcused absences. No deadlines missed. **5 points**	Late to class semi-frequently; misses deadlines. **3 points**	Late to class frequently misses deadlines **1 point**
Comportment	Demonstrates excellence in communication, interpersonal skill, respect for the ideas of others and the learning environment, engages in reflective thinking, exemplifies empathy, honesty and integrity, shows respect for diversity, demonstrates ethical conduct, and conducts oneself with a professional demeanor. **5 points**	Occasionally exhibits excellence in comportment; is almost always respectful towards peers, and the learning environment **4 points**	Recurring concerning comportment issues behaves in ways that are not always respectful of peers, and the learning environment **2 points**	Consistent comportment concerns; is often disrespectful to peers and the learning environment **0 points**

Required Texts

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* (8th ed.). Boston, MA: Cengage Learning. ISBN: 9780789007407 $70.00

Note: All required readings are available on E-Reserves. The password to access these readings is wurzweiler

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.

GRADING RUBRIC FOR PAPERS

	Competent (A= 94-100; A- = 90-93)	Developing Competence (B+ = 87-89; B= 83-86)	Emerging Competence (B-=80-82; C+ = 75-79)	Lacks Competence (C=70-74 F<74)
Intro & conclusion	The intro guides the reader smoothly and logically into the paper with a clear organized structure. The conclusion synthesizes key points suggesting perspectives relevant to the theme.	The intro identifies the central theme and provides a good organizational structure. The conclusion synthesizes key points.	The intro does not sufficiently identify the theme and does not guide the reader into the paper. The conclusion restates the same points as the intro paragraph without reframing.	The intro does not have a present and identifiable theme and does not guide the reader into the body of the paper. The conclusion is either missing or restates the intro paragraph verbatim.
Content & depth of analysis	Paper explores the topic in depth and demonstrates an understanding of social work principles and demonstrating the application of theory to practice.	Paper meets the parameters of the assignment but does not adequately demonstrate application of theory to practice.	Paper does not address some aspects of the assignment; and/or demonstrates a basic application of theory to practice skills.	Paper does not address the assignment and demonstrates a poor application of theory to practice.
Integration of literature & class discussions	Paper provides integration of professional literature & discussions.	Paper shows some integration of professional literature & discussions.	Paper shows little evidence of integration of professional literature & discussions.	Paper does not provide evidence integration of professional literature & discussions.
Organization & Clarity	Organization is logical and apparent with connections among paragraphs clearly articulated. Transitions between paragraphs are smooth. Wording is unambiguous. Sentence structure is clear.	Organization is logical and apparent, but transitions between paragraphs are not consistently smooth; all but a few paragraphs connect with clarity. Paper is unambiguous. Sentence structure is mostly clear.	Organization can only be discerned with effort. Not all parts of the paper fit the organizational structure. There is no logical connection between many paragraphs. Wording is ambiguous Sentence structure confusing.	Organization of the paper as a whole is not logical or discernable. Throughout the paper, wording is ambiguous. Sentence structure is consistently confusing.
Mechanics	Paper is formatted well. Grammar is perfect. Quotes are all properly attributed and cited.	Minor spelling or grammatical errors. Quotes are all properly attributed and cited.	Many spelling and grammatical errors. In a few places, quotes are not attributed and cited.	Paper is unacceptably sloppy. And quotes are frequently not attributed or improperly cited.

VI. EVALUATION

Students are provided opportunity to evaluate master courses. An evaluation form pertaining to the course and instructor will be conducted on-line. Evaluation is ongoing and students are encouraged to

VII. 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-Life/Resources-and-Services/Disability-Services/

VIII. 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. The password is wurzweiler The link for e-reserves is https://library.yu.edu/er.php?b=c 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

IX. 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).

IX. INCOMPLETE POLICY

It is expected that all work must be submitted no later than the final day of this class, unless otherwise specified by the instructor. Incomplete grades are only given in exceptional circumstances at the discretion of the instructor. In order for an instructor to issue a grade of "incomplete," the student must be passing this course.

If an incomplete grade is given for this course, an Incomplete Contract will be completed, which will specify a due date for the completion of any outstanding work. It is the student's responsibility to complete all outstanding work before this due date. Students will be unable to enroll in any advanced courses for which this course is a prerequisite.

Failure to complete all outstanding work before the due date will result in a grade change from an "I" to an "F" for this course. Please consult the Student Handbook for the complete incomplete policy which will guide the receipt of an incomplete grade in this course.

X. 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.

XI. 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**.

XII. COURSE SCHEDULE

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

Giacomucci, S., & Giacomucci, S. (2021). History of Social Work with Groups in Practice and Education. Social work, sociometry, and psychodrama: Experiential approaches for group therapists, community leaders, and social workers, 17-30.

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

Nadel, M., & Scher, S. (2023). Linkages: Settlement houses, summer camps, and the origins of social group work. *Social Work with Groups, 46*(4), 289-302.

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.

Discussion Board 1 is based on learning themes for session 2-4

Required Readings

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* (3rd ed) (pp. 573-596). New York: Columbia University Press.

Shulman, L. (2009). *The skills of helping individuals, families, groups and communities with infotrac* (5th 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* (3rd 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.

LaRocque, S., Popiel, M., Este, D., Pelech, W., Pillay, R., Nicholas, D., & Kilmer, C. (2022). Responding to diversity in groups: exploring professional uses of self. *Social Work With Groups, 45*(3–4), 370–386.

Moreland, R. L., Levine, J. M., & Wingert, M. L. (2018). Creating the ideal group: Composition effects at work. In Understanding group behavior (pp. 11-35). Psychology Press.

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

Recommended Readings

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.
Discussion Board 2 is based on learning themes for session 5-6

Required Readings

Feize, L., & Gonzalez, J. (2018). A model of cultural competency in social work as seen through the lens of self-awareness. Social Work Education, 37(4), 472-489.

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.

Muskat, B., Greenblatt A., Garvin C., Pelech, W., Cohen C., Macgowan, M., & Roy, V (2020) Group workers' experiences of mutual aid: Stories from the field. Social Work with Groups,43,241-256.

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* (5th ed.). Belmont, CA: Wadsworth Publishing Co. (Chapters 10 & 11).

Toseland, R.W. & Rivas, R.F. (2005). Introduction to group work practice (5th 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.
Discussion Board 3 is based on learning themes for session 7-10

Required Readings

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

Brown, M., & Jarldorn, M. (2024). Overcoming fear of conflict in group work: Reflections

from practice and teaching. Social Work with Groups, 47(1), 79-94.

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.

Northen, 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* (2nd 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.
Discussion Board 4 is based on learning themes for session 11-13

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* (3rd ed.). New York: Columbia University Press. (Chapters 11 & 4).

Shulman, L. (2009). *The skills of helping individuals, families, groups and communities with infotrac* (5th 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* (5th ed.). Belmont, CA: Wadsworth Publishing Co. (Chapter 13).

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

Recommended Readings

Garvin, C.D. (1997). *Contemporary group work* (3rd 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 he 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. Relationships among members become accepting, interdependent, and intimate.
e. Members become highly invested in their participation in the content of the group experience.
f. Members express verbally their satisfaction with being a member of the group and with the way it operates.
g. The social climate is characterized by spontaneity, informality, and appropriate self- disclosure.