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:

• 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
decisionmaking. 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;
• 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: 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.

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
Assignment I – Due Session 8 – 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:


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 your 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**

This assignment measures:

1. **Competency #6:** Engage with Individuals, Families, Groups, Organizations, and Communities;  
   **Indicator #6A** – Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

2. **Competency #7:** Assess Individuals, Families, Groups, Organizations, & Communities  
   **Indicator #7A** – Collect, organize and interpret client data.

3. **Competency #8:** Intervene with Individuals, Families, Groups, Organizations, & Communities  
   **Indicator #8A** – Help clients resolve problems.

4. **Competency #9:** Evaluate practice with Individuals, Families, Groups, Organizations, & Communities  
   **Indicator #9A** – Analyze, monitor, and evaluate interventions.

**I. Guidelines for Completion of Assignment**

- 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.

**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.

**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) – SPR6024
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...
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.

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


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


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


Recommended Readings:


Required Readings

Children/Adolescents


**Recommended Readings**


**Trauma Survivors**

**Required Readings**


**Recommended 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


Recommended Readings


**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


Peacock Press.


KNOWLEDGE BASE FOR SOCIAL GROUP WORK PRACTICE


**PRE-GROUP PLANNING AND GROUP FORMATION**


Alexandria: CSWE Press.


**BEGINNING STAGE**


University Press. (Chapters 12 & 13).


MIDDLE STAGE


ENDINGS/TERMINATION

Birnbaum, M., & Cicchetti, A. (2000). The power of purposeful sessional endings in each


PRACTICE WITH DIFFERENT POPULATIONS

MUTUAL AID, SUPPORT, SELF HELP GROUPS


**CHILDREN**


NASW Press.


**OLDER ADULTS**


ETHICS AND VALUES

46(4), 116-120.


ETHNIC DIVERSITY


Brown, A. & Mistry, M.J. (2005). Group work with 'mixed membership' groups: Issues of


GLBT


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**


opportunities (pp. 45-52). New York: The Haworth Press.

TIME LIMITED GROUPS


DEVELOPMENTAL, SOCIALIZATION, PSYCHO-EDUCATIONAL GROUPS


OPEN ENDED GROUPS


RESEARCH, EVALUATION AND EMPIRICAL EVIDENCE


Schopler, J. H., & Galinsky, M. J. (1990). Can open-ended groups move beyond beginnings? 


**PEOPLE WITH HIV/AIDS**

PEOPLE MANDATED TO TREATMENT
