ADELPHI UNIVERSITY
SCHOOL OF SOCIAL WORK
HYBRID VERSION (Residency, Asynchronous and Synchronous)

SW 782-70: Advanced Social Work Practice with Groups
Online MSW Program -- Spring 2020
Dr. Carol S. Cohen

Course Description

Group work practice, an integral part of social work intervention, will be examined in depth with application to social work within an agency context. The course creates a link with the foundation practice courses taught in the first year, as well as content taught in the human behavior in the social environment, social policy, and research courses. Emphasis will be on addressing conceptual understanding, application, analytical and interactional skills necessary for group work practice. This course is taken in conjunction with field education, as a co-requisite, in order to facilitate the integration of classroom and field learning.

The course focuses on theories and methods of work with groups, and the use of groups with a wide range of populations, including groups related to staff and team relationships, prevention, social action, mutual aid, and treatment. An eclectic approach which builds competencies and integrates theory and practice is used. This course provides students with a perspective which considers the special qualities of group practice as an integrative part of intervention in various settings. The choice of group as intervention method is made by utilizing a broad-based or systems assessment and communication and ego psychological formations. Within the field of group practice the various group approaches of social group work, including task groups, psychodynamic and cognitive behavioral groups are addressed. The course includes the history of social work groups, different models of group practice, the stages of group development, the planning and formation of groups, leadership issues, the beginning through ending phases of group, and groups for vulnerable and specific populations. Throughout the course, the impact of racism, sexism, ageism, homophobia, and poverty in the provision of group services and in group dynamics, is explored. Identification and utilization of client strengths within the group are stressed.

Course Objectives

Content of this course contributes to students’ mastery of the following practice behaviors, listed under the 2008 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE):

Educational Policy 2.1.1: Identify oneself as a professional social worker and conduct oneself accordingly. Social workers:

- Demonstrate professional and differential use of self with clients O1, O4
- Develop and sustain working alliances and therapeutic relationships with clients O9
- Demonstrate self-reflection and self-assessment in the active use of supervision and consultation. O1, O2
- Readily identify as a social work professional and engage in preparation for career-long learning O2, O9

Educational Policy 2.1.2: Apply social work ethical principles to guide professional practice. Social workers:

- Demonstrate initiative in applying ethical reasoning for problem resolution O8
- Identify and use knowledge of relationship dynamics, including power differentials and personal biases, and how they affect practice O6, O9
- Apply ethical standards and decision-making frameworks to respond to dilemmas in models and levels of intervention, agency practices and environmental contexts. O8
• Identify and address the impact of changing organizations on client outcomes and service delivery. O2

Educational Policy 2.1.3: Apply critical thinking to inform and communicate professional judgments. Social workers:

• Collaborate with clients regarding assessment and intervention strategies, benefits, and consequences O1, O6
• Evaluate the strength and weaknesses of multiple theoretical perspectives and differentially apply them to client systems O4
• Differentially select and implement strategies for assessment & interventions using evidence based practice and best practice methods O7
• Communicate professional assessment to other social workers and to professionals from other disciplines in both verbal and written formats O2

Educational Policy 2.1.4: Engage diversity and difference in practice. Social workers:

• Research and apply knowledge of diverse populations to enhance client well-being O3, O4, O7
• Work effectively with diverse populations, using an understanding of how culture, power, privilege, policies and services impact them O3, O9

Educational Policy 2.1.5: Advance human rights and social and economic justice. Social workers:

• Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide interventions O8, O9
• Advocate at multiple levels for the advancement of human rights and social justice O2, O9

Educational Policy 2.1.6: Engage in research-informed practice and practice-informed research. Social workers:

• Use the EBP process to inform direct practice O7
• Use research methodology to evaluate practice processes and outcomes O1, O5

Educational Policy 2.1.7: Apply knowledge of human behavior and the social environment. Social workers:

• Draw from multiple sources, theories and models of human behavior and differentially apply these models to guide direct practice O3, O6

Educational Policy 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social workers:

• Address policies that challenge and/or support achievement of client goals O2, O9
• Communicate to stakeholders the implications of policies and policy change to the lives of clients O2, O9

Educational Policy 2.1.9: Respond to contexts that shape practice. Social workers:

• Assess obstacles in organization and community contexts that may thwart client and community well-being O2, O3, O9
• Identify policies that support or compromise service delivery to particular populations or settings, or across levels of direct intervention O2, O3
• Demonstrate organizational evaluation skills that enable assessment, correction and strengthening of organizational performance. O1, O2

Educational Policy 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Social workers:

2.1.10(a)—Engagement

• Develop culturally responsive therapeutic relationships O3, O6
• Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the working alliance O5, O6
• Establish a process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes O1, O6

2.1.10(b)—Assessment

• Select and modify appropriate intervention strategies based on continuous assessment O1, O5

2.1.10(c)—Intervention

• Identify multilevel strategies for clients, based on empirical evidence, clinical judgment, and client preference. O4, O7
• Collaborate with other professionals to coordinate service delivery O2, O9

2.1.10(d)—Evaluation Advanced Practice Behaviors

• Collaborating with clients, develop and implement plans for monitoring and evaluating interventions and client progress. O1, O2
• Competently document the process and progress of work done with or on behalf of clients and incorporate in future practice O2, O5, O8

Upon completion of course, students will demonstrate the following knowledge and application of skills in working with groups:

1. Planning, assessment, practice and evaluation of social work practice with groups.
2. Agency and organizational impact in developing groups, and the ability to apply negotiation skills including advocacy, mediation, interdisciplinary collaboration, and systems change efforts which will lead to provision of enhanced group services as an essential approach in various settings.
3. The impact of diversity i.e. ethnicity, race, religion/spirituality, gender, age, sexual orientation and other issues on group planning, assessment and intervention.
4. A range of theories and group practice models.
5. Dynamics and interventions appropriate to the beginning, middle and endings of groups.
6. Group dynamics and processes (including leadership and member roles) in planning and implementing interventions with groups.
7. Evidence-based and promising group interventions to identify and build client strengths.
8. Values and ethics specific to social work with groups, including those that impact and emerge through the group experience.
9. Social work role as agent of change, working on connections between group and community practice to promote social justice, equity, and enhance functioning and improve social conditions.

Required Texts:


Recommended Texts:


Availability of Readings:

It is recommended that students purchase required texts. With the exception of chapters in the Required texts, most Required Readings and some Resource Readings are available through the Moodle site for this class, and some readings can also be accessed through the library either e-reserve or online through article data bases.

Journals and Websites:

Groupwork
International Journal of Group Psychotherapy
Social Work with Groups
www.iaswg.org International Association for Social Work with Groups

Overview of Student Assignments and Evaluation Criteria in all Sections

Students will be required to complete assignments that will take the form of written papers, logs, or group presentations. This will give students the opportunity to demonstrate their level of mastery of the course content. Class participation in-class demonstrations and class discussions is expected.
Criteria used for evaluating students may include performance in such areas as: written assignments (including depth of content, clarity of content, accuracy, and research adequacy), exams, class participation, and attendance. Individual instructors will provide students with written notification regarding the specifics of how grades will be determined in each section of the course.

Students’ Graded Assignments and Activities, SW 782-70. Spring 2020, Online MSW Program
(Full descriptions appear at the end of the syllabus)

1. Preparation for Social Work with Groups and Beginning Phase of Practice (3 Integrated Papers) 60% of Class Grade (Total for 3 Stages), Each Stage 20%,
   a. Paper One: Identification and Preliminary Planning for the Group
   **Due: February 16, 2020**
   b. Paper Two: Stage Two: Contextual Analysis and Crafting the Proposed Plan for the Group
   **Due: March 8, 2020**
   c. Paper Three: Beginning Phase Implementation and Assessment of the Group
   **Due: April 5, 2020**

2 & 3. Group Presentation and Reflection Paper
30% of Class Grade (includes both presentation and individual paper)
Focus: This assignment includes a small group presentation on a topic of interest and an individual reflection paper regarding the process and outcome of the small group experience.
**Small group presentations will be scheduled on April 16 and April 23, 2020**
Member Reflection Papers **Due May 7, 2020**
Format: Small group presentations will be 40 to 60 minutes.
Paper should be typed, Double Spaced, 1” margin on all sides, paginated.
Length of Individual Member Reflection Paper: 3-4 Pages (without cover page or references)
4. Participation and Contribution to the Class Learning Community
   10% (for quality of participation in residency, synchronous and asynchronous sessions, and timely submissions)

Exam Assignment Policy

Adelphi University welcomes diversity in its community, and respects various religious observances. The University requires that students who anticipate being absent due to their religious observance, will notify their professors at the start of the semester. This will allow the faculty to take these observances into consideration in light of their course exam and assignment schedules.

Plagiarism

Plagiarism occurs when one does not give credit to another person’s ideas. It includes lifting paragraphs from a book, article, or the Internet, representing someone else’s work as your own, and failing to acknowledge the ideas of another person. Plagiarism and other forms of academic dishonesty are serious offenses. Penalties for academic dishonesty may include failure for the assignment, failure for the course, and/or dismissal from the program.

Grading Criteria

Students are expected to attend all class sessions, complete reading assignments and written assignments as assigned. Active participation in class discussions and class activities is required.

Students will be evaluated on the basis of the quality of their written and oral work as this demonstrates appropriate acquisition and application of social work practice skills in supervision and staff development. The criteria for evaluation of student’s work are: mastery of course content; critical thinking; organization of material; writing ability; integration and application of course content to social work; and ability to conceptualize.

Graduate Grading Policy – Adelphi University School of Social Work

The numerical equivalents for letter grades are:

- A = 93 and above
- A- = 90-92
- B+= 87-89
- B = 83-86
- B- = 80-82
- C+ = 77-79
- C = 73-76
- C- = 70-72
- F = below 70

The nominal definitions of letter grades are:

- A is awarded for excellent work
- B is awarded for good work
- C is awarded for marginal work
- F is awarded for failing work

An Engaged Learning Environment

Students can expect an engaged learning environment that is accessible to all individuals no matter their learning needs and talents. If you have a disability that may impact your ability to carry out assigned coursework, you are encouraged to contact the staff at the Office of Disability Support Services (DSS), located in Room 310 of the University Center, 516-877-3145. DSS@adelphi.edu. The staff will review your concerns and determine, with you, appropriate and necessary accommodations. All information and documentation of disability are confidential. If English is not your first language, please notify the instructor at the beginning of the semester.
Adelphi University Code of Academic Honesty

"The University is an academic community devoted to the pursuit of knowledge. Fundamental to this pursuit is academic integrity. In joining the Adelphi community I accept the University’s Statement of Academic Integrity and pledge to uphold the principles of honesty and civility embodied in it. I will conduct myself in accordance with ideals of truth and honesty and I will forthrightly oppose actions which would violate these ideals."

The code of academic honesty prohibits behavior, which can broadly be described as lying, cheating, or stealing. Violations of the code of academic honesty will include, but are not limited to, the following:

1. Fabricating data or citations
2. Collaborating in areas prohibited by the professor
3. Unauthorized multiple submission of work
4. Sabotage of others’ work, including library vandalism or manipulation
5. Plagiarism: presenting any work as one’s own that is not one’s own
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating on examinations through the use of written materials or giving or receiving help in any form during the exam, including talking, signals, electronic devices, etc.

Refer to: [http://academics.adelphi.edu/policies/honesty.php](http://academics.adelphi.edu/policies/honesty.php) or Adelphi University’s Undergraduate and Graduate Bulletins
Outline of Sessions by Month (Including Readings, Content and Activities)

January 2020: Sessions 1-3

Goals by the end of January. Students will understand the scope and purposes of social work with groups, gain a beginning understanding of the elements and dynamics of groups, beginning strategies for group formation, multiple ways of understanding stages of group development, and ability to integrate their previous learning and experience with group work with a paradigm for practice with groups.

| January 2019: 4 Residency Sessions over 2 days, and 1 Asynchronous Session |
|---|---|
| **1A: Residency**  
1/16/20  
9:00-10:30  
Room 158 Nexus | Overview of social work with groups and this course  
Objectives/competencies  
Structure, content, assignments  
Reflections on current group work experience and competence |
| **1B: Residency**  
1/16/20  
10:30-12:00  
Room 158 Nexus | Group Dynamics and Stages of Group Development  
Dimensions of group dynamics  
Relationship of individual to group and group to individual  
Models and assessment of stages of group development |
| **2A: Residency**  
1/18/20  
1:00-3:00  
Room 158 Nexus | Group Formation  
Options and decision making in group formation  
Self-assessment of skills  
IASWG Standards for Social Work Practice with Groups |
| **2B: Residency**  
1/18/20  
3:00-5:00  
Room 158 Nexus | Beginnings in Group Work  
Assessment of contexts for practice  
Elements of planning model for social work with groups  
Strategies for promoting group work |
| **3: Asynchronous**  
Due 1/26/20 | History and theories in social work with groups  
Values and legacies  
Contemporary perspectives and challenges |

Session 1A. (Residency) Overview of social work with groups and this course  
1/16/20, 9:00-10:30

Required Readings:
Resource Readings:

Content
Objectives/competencies
Structure, content, assignments

Activities
Activity/Discussion: *Best and Worst*
Activity: *Self Anchored Scaling for Evaluation of Learning.*
Activity/Discussion: *Pre-Survey: IASWG Standards for Social Work Practice with Groups*

Session 1B. (Intensive) Group Dynamics and Stages of Group Development
1/16/20, 10:30-12:00

Required Readings

Resource Readings
Content
Dimensions of group dynamics
Relationship of individual to group and group to individual
Models and assessment of stages of group development

Activities
Activity/Discussion: Bridge Building
Post Group Reflection Sheet

Session 2A. (Residency) Group Formation
1/18/20, 1:00–3:00

Required Readings

Resource Readings

Content
Options and decision making in group formation
Self-assessment of skills
IASWG Standards for Social Work Practice with Groups

Activities
Activity/Discussion: Review of most and least confident responses in Standards surveys
Activity/Discussion: Planning Game
Elements of Group Work Planning – Animating the Planning Model
Post Group Reflection Sheet
Session 2B (Residency) Beginnings in Group Work
1/18/20, 3:00–5:00

**Required Readings**


**Resource Readings**
Muskat, B., Mishna, F., Farina, F. & Wiener, J. (2010). “We may not like it but we guess we have to do it”: Bringing agency-based staff on board with evidence-based group work. *Social Work with Groups, 33*(2/3). 229-247.


**Content**
Contexts for practice
Planning model for social work with groups

**Activities**
Assessing organizational, community and environmental factors & worker knowledge in group work
Planning for Group Beginnings: Pre group planning, beginning skills and “replanning” existing groups
Preparation for First Segment of Written Assignment

Session 3 (Asynchronous) History and Theories in Social Work with Groups
Due 1/26/20

**Required Readings**

**Resource Readings**


**Content**
Values, history, and legacies
Contemporary perspectives and challenges)

**Activities**

Recorded lecture on *History and Diversity within the Umbrella of Social Work with Groups* (15 minutes)

Video (1 hour) Katherine Pappell – 60+ years in social work with groups

Activity (½ hour) followed by Discussion forum -- (time includes prep and recording and watching each other’s voice thread responses before the next class)

Please answer the following questions: (See pointers about having online discussions in his handout)

*What was your overall impression of Dr. Papell’s lecture?*

*What is one (unduplicated) overlapping theme between the history reported in Dr. Papell’s video, my lecture, and the readings?*

*How do these themes apply as you think about the group work you have observed and/or been a part of in field?*

*Identify and explain one thing you would like to be the hallmark of your 60+ year legacy in social work?*

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**February 2020: Sessions 4-7**

**Goals by the end of February.** Students will apply their understanding through their independent group planning experience and submit their Phase One written assignment. They will consider the impact of the organizational and community environments in planning groups and advocating for effective group work initiatives in agency settings. They will demonstrate the understanding of a range of group work models, key parameters for comparison, and the ability to apply this knowledge in selecting appropriate options to meet group needs and purposes. They will observe (in videos and role plays) the beginnings of groups and how these elements come to life, and the differential use of skills to address diverse circumstances.

<table>
<thead>
<tr>
<th>February 2020: 2 Synchronous and 2 Asynchronous Sessions</th>
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<tbody>
<tr>
<td><strong>4: Asynchronous</strong></td>
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<tr>
<td>Due 2/2/20</td>
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<tr>
<td>Understanding Models of Group Work Practice</td>
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<tr>
<td>Process of applying knowledge of theory and models in planning groups.</td>
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</table>

| **5: Synchronous**                                     |
| 2/6/20                                                 |
| 6:30-8:00                                             |
| Zoom                                                  |
| Discussion of Concepts, Combination of Models and Decision Making for Beginnings |
| Sharing of Models Exploration                         |
| Application of Models to practice                     |
| Discussion of papers (Stage One)                      |

| **6: Asynchronous**                                    |
| Due 2/16/20                                           |
| Applying Planning Elements in Beginnings              |
| Review of planning elements from class                |
| Establishing tentative group purpose                  |
| Structures to support purposes and consistent with organizational environment |
| Compositional factors in planning and group development |
| Options in pre-group contact                          |
| Case Study and engaging in retrospective planning      |
| Role of planning for evaluation at the beginning phase or entry into a group |

| **7: Synchronous**                                    |
| 2/20/20                                               |
| 6:30-8:30                                            |
| Zoom                                                 |
| Skills, Styles and Contexts                          |
| Skills in the beginning phases of group               |
| Role of individual styles and contexts                |
| Worker-authority relations in structured and unstructured situations |
| Identifying skills in action                          |
Note: STAGE ONE OF PAPER DUE 2/16/19: Identification and Preliminary Planning for the Group.

Session 4 (Asynchronous) Understanding Models of Group Work Practice
Due 2/2/20

**Required Readings**

**Resource Readings**

**Content**
Understanding Models (many specified in Syllabus)
Process of applying knowledge of theory and models in planning groups.
Activities
Video lecture by Professor: Contemporary Models in Social Work with Groups and their Application
(Panopto/Voice Thread lecture)
Activity: Many Models/One Group
Brief case study of client needs and organizational context. Based on lecture and readings will:
  a. Each student will suggest two models of group work to address the population, needs, environment
     and agency context described in the case study.
  b. Note why each model was chosen.

Session 5 (Synchronous): Discussion of Concepts, Combination of Models and Decision Making for Beginnings
2/6/20, 6:30-8:00

Required Readings
57-76.

Content
Sharing of Models exploration
Application of Models to their own practice and the discussion in their papers (Stage One)
Recap of the Planning Process in groups and moving on to the planning phase of their groups in the next phase of their papers

Activities:
Discussion: Reviewing the “Models Chart” and follow up on model suggestions
Discussion: Next Steps in Planning and Group Formation – Each student will be ready to complete Stage One of their papers for submission the following week, and will begin the Needs & Purpose sections.

Session 6 (Asynchronous): Applying Planning Elements in Beginnings
Due 2/16/20

Required Readings
Resource Readings
(Note: Can refer to all previous readings regarding group work planning)

Content
Review of planning elements (recap from intensive, now with greater context)
   a. Establishing tentative group purpose
      i. Structures to support purposes and consistent with organizational environment
      ii. Compositional factors in planning and group development
      iii. Options in pre-group contact
   b. Case Study and engaging in retrospective planning

Activities
Lecture by Professor: The Intersection of Planning Elements and Impact on Beginnings in Social Work with Groups.

Video and Moodle Forum Response: Watch Segments 1 & 2 of Reflections in Group Work and respond to the 3 posted questions. (Note instructions on threaded instructions in Moodle). Review all students’ forum posts and add at least one reflection comment before synchronous class.
(Will develop a rotation where each student has a turn posting First, whether for whole group or small discussion groups (for classes with over 4-5 students).
   i. Describe how the group leader seems to have defined his role?
   ii. How did you observe the group members responding to each other?
   iii. What evidence did you see of Mutual Aid going on? Give a few examples?

Session 7 (Synchronous): Skills, Styles and Contexts
2/20/20, 6:30-8:00

Required Readings

Resource Readings

**Content**
Skills in the beginning phases of groups  
Role of individual styles and contexts  
Worker-authority relations in structured and unstructured situations  
Identifying skills in action

**Activities**
Discussion: *What kind of a leader is Mel?*  
Role Play: *Scripted role play of first meeting in a PROS/Day Treatment Center*  
Debrief and application of skills and understanding of group dynamics

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**March 2020: Sessions 8-11**

**Goals by the end of March.** Students will continue to enrich their understanding of group planning, through completing the Phase Two written assignment, demonstrating fluency in the key elements of groups across populations, settings and purposes. They will consider choices and constraints in meeting client needs and establishing group purposes, as well as identifying structures, composition, pre-group outreach and evaluation strategies that will meet needs and accomplish purposes within the organizational and community environment. They will observe (in videos and role plays) the ongoing development of groups, with increasing ability to identify individual roles or workers and members, as well the impact of diverse identities and circumstances (among members and between members and worker(s)).

<table>
<thead>
<tr>
<th>March 2020: 2 Asynchronous and 2 Synchronous Sessions</th>
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| **8:** Asynchronous  
*Due 3/1/20* |
| **From Beginnings to Middles**  
- Identifying and developing themes within the work phase  
- Detecting and identifying obstacles in work  
- Values, norms, group culture and cohesiveness  
- Interventions and skills in the middle phase |

| **9:** Synchronous  
*3/5/20  
6:30-8:00  
Zoom* |
| **Member Roles and Dynamics**  
- Group dynamics and individual roles  
- Working with conflict  
- Supporting the development of a mutual aid system  
- Latent and manifest messages in the group  
- Decisions about topics and Formation of small groups |

| **10:** Asynchronous  
*Due 3/15/20* |
| **Roles, Identities and Diversity**  
- Member roles and leadership  
- Gender, race, ethnicity and culture in the group and intersectionality of member identities |

| **11:** Synchronous  
*3/26/20  
6:30-8:00  
Zoom* |
| **Use of Program and Activity**  
- Program as a Tool  
- Gearing Tasks to Needs of Client Population  
- Role of Worker |
Note: STAGE TWO OF PAPER DUE 3/8/20: Contextual Analysis and Constructing the Proposed Plan for the Group

Session 8 (Asynchronous): From Beginnings to Middles
Due 3/1/20

Required Readings

Resource Readings

Content
Identifying and Developing Themes within the Work Phase
Detecting and Identifying Obstacles in Work
Values, Norms, Group Culture and Cohesiveness
Interventions and Skills in the Middle Phase

Activities
Video and VoiceThread Response: Watch Segments 3-6 of Reflections in Group Work and respond to the 3 posted questions for sessions 3 & 4 and 5 & 6

Session 9 (Synchronous): Member Roles and Dynamics
3/5/20, 6:30-8:00

Required Readings
process on empowerment in a group setting. *Social Work with Groups*, 29(4), 5-24

**Resource Readings**


**Content**

Group dynamics and individual roles
Working with conflict
Supporting the development of a mutual aid system
Latent and manifest messages in the group
Decisions about topics and formation of small groups for presentations

**Activities**

Discussion: Visiting with Mel
Role Play: Middle Phase Kinship Care Group
Debrief: Application of middle phase skills in students’ present and future practice with groups

**Session 10 (Asynchronous): Roles, Identities and Diversity**

Due 3/15/20

**Required Readings**


**Resource Readings**


Groupwork, 11(1).

Content
Member roles and leadership
Gender, race, ethnicity and culture in the group and intersectionality of member identities

Activities
Discussion Forum: Post example of diversity in your group work practice, and one reading (and why) you think is helpful in understanding the dynamics in the example.
Google Hangout Discussion: Sharing examples of diversity in group work practice. Prepare and share a brief process recording vignette that contains an example of diversity (member to member, worker to member, etc.). Discuss the key elements of identity and intersectionality illuminated in this vignette, and emerging from your hangout.
Follow up Assessment:
a. Key “take away” that you will apply in your practice;
b. Question you have for the class

Note: SPRING BREAK MARCH 16-22, 2020

Session 11 (Synchronous): Use of Program and Activity
3/26/20, 6:30-8:00

Required Readings

Resource Readings
Middleman, R. (1968). Chapter 2, Non-verbal and verbal Content: The components of program content, (pp 25-63) and Chapter 4, Non-verbal content and professional purpose, (pp. 89-106). In: The non-verbal method in work with groups. NY: Association Press.

Content
Program as a Tool
Gearing Tasks to Needs of Client Population, including children and adolescents, adults, older adults, and others.
Role of Worker

Activities
Discussion: What activities have we used this semester?
Idea Swap: Identify an emerging group need, and suggest an activity
Discussion: How and what activities would be useful in small group presentations?
Application: How can you enrich your present and future groups with activities?

April and May: Sessions 12-16

Goals by the end of April: Students will have applied their knowledge of planning and beginnings as they complete the final stage of the paper, in which they share and critique their own practice. Focus on key skills and competencies continues, with emphasis on the purposeful use of activities (group content) in groups throughout their lifespan. Students will gain additional knowledge about the importance and strategies of evaluation throughout the life of a group. Through the use of discussions, videos, role plays and other strategies, students will apply the generalist skills of working with endings to the similar and different contexts of working with groups. Through the Group Presentations, students will have an experience of teamwork, use tools in evaluating both the process and outcomes, and will contribute information and engage classmates in learning.

Goals by the end of May: Students will have assessed their own learning and application of course material in field, as well as planned for their future learning. They will engage in a formal and informal assessment project, and gain experience in using formative and summative evaluation strategies, with possibilities for group-based application.

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<tr>
<th>April &amp; May 2020: 1 Asynchronous and 4 Synchronous Sessions</th>
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<tr>
<td><strong>12: Asynchronous</strong> Due 4/5/20 Evaluation and Endings in Groups</td>
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<tr>
<td>Purpose of Evaluation</td>
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<td>Understanding processes and outcomes</td>
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<tr>
<td>Termination as a Transitional Stage</td>
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<tr>
<td>Factors in Termination Phase for Workers and Members</td>
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<tr>
<td><strong>13: Synchronous Small Group Meetings</strong> 4/9/20 6:30-8:00 Google Hangout Planning for Small Group Presentations on 4/16 and 4/23/20</td>
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<tr>
<td>Revisiting Objectives/competencies</td>
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<td>Assessing current status of confidence in group work practice</td>
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<tr>
<td><strong>14: Synchronous Presentations</strong> 4/16/20 6:30-8:30 Zoom Small Group Presentation A</td>
</tr>
<tr>
<td>(Note extended time)</td>
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<tr>
<td><strong>15: Synchronous Presentations</strong> 4/23/20 6:30-8:30 Zoom Small Group Presentation B</td>
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<tr>
<td>(Note extended time)</td>
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Session 12 (Asynchronous): Evaluation and Endings in Groups
Due 4/5/20

Required Readings

Recommended Readings

Content
Termination as a Transitional Stage
i. Transition/member
ii. Departure/worker departure
iii. Group termination

Factors in Termination Phase for Workers and Members

Building on Evaluation Plans to Assess Process and Outcomes

Activities
Video Review and Moodle Forum: Watch Segments 7&8 of Reflections in Group Work and respond to the 3 posted questions

Voice Thread: Apply readings on Termination to a present or past group experience when you were the leader. Address the following:
1. Identify 3 key themes, and how they connect with your present or past practice with groups
2. Describe one way that these readings suggest a change in how you through about a particular ending in a group.
3. How does understanding affect the way you look at how the worker could have intervened any differently?

Session 13 (Synchronous/Google Hangout): Small Group Preparation Meetings and Individual Assessment

Content and Activities
Groups will engage in final planning for upcoming Group Presentations
Individually, Students will revisit competencies and progress by completing post training survey of current status of confidence in group work practice

Session 14 (Synchronous): Small Group Presentations A
4/16/20, 6:30–8:30 (Note Extended Time)

Required Readings
Each small group will suggest and discuss 3 readings based on their topic

Content and Activities
Each small group will develop a structure for their presentation that best suits their needs. In general, presentations will contain the following elements:

1. Overview of group’s topic, reason why it was chosen, and plan for the presentation
2. Brief presentation and discussion of course literature related to the topic
3. Presentation and discussion of an example from group work practice – for example, a process recording excerpt and/or activity that will illuminate the topic and issues the group feels are important to consider
4. Facilitate a guided class discussion of topic and issues raised in the presentation

Each group will create and share a PowerPoint to guide the presentation.

Session 15 (Synchronous): Small Group Presentations B
4/23/20, 6:30–8:30 (Note Extended Time)

Required Readings
Each small group will suggest and discuss 3 readings based on their topic

Content and Activities
Each small group will develop a structure for their presentation that best suits their needs. In general, each presentation will contain the following elements:

1. Overview of group’s topic, reason why it was chosen, and plan for the presentation
2. Brief presentation and discussion of course literature related to the topic
3. Presentation and discussion of an example from group work practice – for example, a process recording excerpt and/or activity that will illuminate the topic and issues the group feels are important to consider
4. Facilitate a guided class discussion of topic and issues raised in the presentation

Each group will create and share a PowerPoint to guide the presentation.

Session 16: Synchronous: Final Session of the Semester
5/7/20, 6:30-8:00

Content and Activities:
Assessment: Comparing Pre and Post Survey Results, Best, Worst and Most Improved
Outline: Take-Aways from the Standards Study, and their place one’s own assessment of competence in social work with groups.
We will: *Review, Revisit, and Reminisce; Capture the gains, and Celebrate*
**Additional Resource Readings on a Range of Group Types, Membership and Settings**


Preparation for Social Work with Groups and Beginning Phase of Practice

Total Weight: 60% of Class Grade
Stage One (#1-3) = 20%; Stage Two (#4-6) = 20%; Stage Three (#7-9) = 20%.

Focus: This paper is designed to build an understanding of the values and opportunities for group approaches, challenges and methods to meet them, followed by a proposed plan for a group and discussion of actual or anticipated beginning stage of development.

There a number of ways to approach this paper, depending on your experience with groups in the field this year. The following list is in priority order:

A. Focus on a group that you are planning to develop in this field placement, or have already begun working with at your current field placement. As part of this, plan and implement discussion(s) with your field instructor about this assignment.

B. Focus on a group that you can imagine would be useful in your present field placement. As part of this, plan and implement discussion(s) with your field instructor about this assignment.

C. Focus on a group that you worked with in a previous field placement or work. As part of this, discuss how you would approach a field instructor or supervisor about this assignment.

If none of these options are available, we will develop an alternative.

Paper One: Identification and Preliminary Planning for the Group (Due: February 16, 2020)
5-7 Pages, No cover page, Submitted Online, Double Spaced, 1” margin on all sides, APA Style for Citations and References, Page #s)

1. Identify and briefly describe a population that you are working with in field that could benefit from a group-based intervention. How did this population come to your attention?

2. Using the required readings and course syllabus as a guide to the literature, what are three key values or benefits of using a group approach with this population? (Use, cite and reference at least three sources from the Syllabus).

3. Using course literature on models and theories of group practice, what type of group approach would you propose? (Use, cite and reference at least three sources from the Syllabus).

Paper Two: Contextual Analysis and Crafting the Proposed Plan for the Group (Due: March 8, 2020) 5-7 Pages, No cover page, Submitted Online, Double Spaced, 1” margin on all sides, APA Style for Citations and References, Page #s)

Begin with a brief discussion of how you are considering the feedback from Phase One, and how that may change your planning going into this phase of the planning.

1. Using the required readings and course syllabus as a guide to the literature, identify at least two key challenges or obstacles in group interventions in each of the contexts below? How would you address each of these challenges? Discuss at least two challenges or obstacles for each of the following Use, cite and reference at least two sources in each subsection)
A. In the agency context?  
B. In the community context?  
C. In the client context?

2. Using the *Worksheet: Planning Guide for Social Work Groups* format; discuss your actual or proposed group in relation to each of the 8 headings. As you complete this form, consider the audience your field instructor and agency staff who are needed to support the initial and ongoing development and implementation of the group.

3. Identify and briefly discuss three readings from the course syllabus that were particularly useful in developing your plan and beginning strategy. *(Use, cite and reference at least three sources from the Syllabus).*

**Paper Three: Beginning Phase Implementation and Assessment of the Group (Due: April 5, 2020)**

5-7 Pages (Not counting process recording excerpts if included), No cover page, Submitted Online, Double Spaced, 1” margin on all sides, APA Style for Citations and References, Page #s)

*Begin with a brief discussion of how you are considering the feedback from Phase Two, and how that may change your planning going into this phase of the paper.*

1. Discuss your plans for an initial group session or describe how you conducted the first session. What are/were your goals for these initial sessions?  *Incorporate process recording excerpts, and/or anticipated statements and anticipated reactions.*

2. Based on the Skill Inventory in the *Standards for Social Work Practice with Groups*, discuss three critical skills you used, or expect to use in the beginning stage of the group. The Standards are available at: [http://www.aaswg.org/node/377](http://www.aaswg.org/node/377) *(Use, cite and reference at least three sources from the Syllabus).*

3. If you are referring to a group that has taken place, what is your critique of your work and how might you have proceeded similarly and differently? If you are referring to a proposed group that has not met, what challenges do you anticipate and what are your strategies to address them?
Focus: This assignment includes a small group presentation on a topic of interest and a reflection paper regarding the process and outcome of the small group experience.

Presentations: April 16 and April 23, 2020

Reflection Paper Due: May 7, 2020

Weight: 30% of Class Grade (Combined Presentation and Reflection Paper)

Format: Small group presentations will be 40 to 50 minutes.

Paper should be submitted on Moodle, Double Spaced, 1” margin on all sides, 3-4 pages long.

Presentation:
Each small group should develop a structure for their presentation that best suits their needs. In general, each presentation should contain the following elements:

1. Overview of group’s topic, reason why you chose it, and plan for the presentation
2. Brief presentation and discussion of course literature related to your topic
3. Presentation and discussion of an example from group work practice – for example, a process recording excerpt and/or activity that will illuminate the topic and issues you feel are important to consider
4. Facilitate a guided class discussion of topic and issues raised in the presentation

Member Reflection Paper:
The reflection paper is an individual assignment, regarding your impressions and understanding of the process and outcome of the small group experience.

Due: May 7, 2020

Format: 3-4 Pages, typed, stapled, Double Spaced, 1” margin on all sides.

Please respond to at least 6 of the following questions – all students should include Question 9:

1. What were some of the highlights of your small group experience?
2. How did the composition of the members affect the group?
3. How did the specific tasks you were given affect the group?
4. What types of decision making did you use in the group?
5. What were some of your group norms for communication?
6. What stages did the group go through during course of your work together?
7. How would you evaluate the work of the group?
8. What are some predictions if this group were to work together in the future?
9. What did this experience teach you about working with groups?
Moodle Assignment Questions for “Reflections on Group Work Video”

Please post your brief responses on Moodle to the following questions and discuss your reactions:

Questions for Segments 1 and 2

1) How did you observe the group leader defining his role?
2) How did you observe the group members responding to each other?
3) What evidence did you see of Mutual Aid going on? Give a few examples?

Questions for Segments 3 and 4

1) Describe a specific part during one or both of these video segments that was particularly striking to you? What lessons did you learn from it?
2) One of the characteristics of a group moving toward a middle phase is that members begin to make each other “work” on their issues directly.
   a. Highlight one or two examples where you see members “demanding work” from each other.
   b. Highlight one or two examples where you see the group leader “demanding work” from the group and/or members.

Questions for Segments 5 and 6

1) How does the group leader facilitate a re-contracting process with the group and how do you see the group responding?
2) Describe the kind of problem solving you see taking place? How do you think you would respond to a group turning point such as this with a group if you were the facilitator? Would you do anything differently?
3) What differences do you see in the member’s interactions with each other after they re-contract?

Questions for Segments 7 and 8

1) Describe at least two examples that you observed the group demonstrating characteristics of separation-termination phase per Brandler and Roman Text, or other sources?
2) Describe how you see the group leader facilitating these termination issues and behaviors?