

**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:**

Brandler, S. & Roman, C.P. (2016). *Group work: Skills and strategies for effective interventions*. (3rd Ed). New York: Routledge.

Yalom, I. D. & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. (5th Ed). New York: Basic Books.

(2019-20). *Adelphi University School of Social Work Field Education Manual*. Available at: [www.adelphi.edu](http://www.adelphi.edu) (social work field education)

### **Recommended Texts:**

- Gitterman, A. & Shulman, L. (Eds.). (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle*. 3<sup>rd</sup> Edition. New York: Columbia University Press.
- Malekoff, Andrew (2014). *Group work with adolescents: Principles and practice*. 3<sup>rd</sup> Edition. Gilford Press.
- Northen, H., & Kurland, R. (2001). *Social work with groups* (3<sup>rd</sup> ed.) New York: Columbia University Press.

### **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](http://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](mailto: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> 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.

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

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

#### **Required Readings:**

- Brandler, S. & Roman, C.P. (2016). Chapter 2, Value dilemmas in group practice (pp.12-18) In *Group work: Skills and strategies for effective interventions*, 3rd Ed. New York: Routledge.
- Cohen, C.S., Doel, M. Wilson, Quirke, D., Ring K.A. & Ruwaida Abbas, S. (2012). Global group work: Honouring processes and outcomes. *Groupwork*, 22(1). 78-98.
- Cohen, C.S. & Olshever, A. (2013). IASWG Standards for Social Work Practice with Groups: Development, application and evolution. *Journal of Social Work with Groups, Special Issue: IASWG Standards for Social Work with Groups: Research, Teaching and Practice*. 36 (2/3). 111-129.
- IASWG (2015) Standards for Social Work Practice with Groups, 2<sup>nd</sup> Edition. New York: IASWG.



Available at:

[https://www.iaswg.org/assets/2015\\_IASWG\\_STANDARDS\\_FOR\\_SOCIAL\\_WORK\\_PRACTICE\\_WITH\\_GROUPS.pdf](https://www.iaswg.org/assets/2015_IASWG_STANDARDS_FOR_SOCIAL_WORK_PRACTICE_WITH_GROUPS.pdf)

### **Resource Readings:**

- Malekoff, A. (2007) A flexible organizing framework for group work with adolescents. *Social Work with Groups*, 30(3). 85-102.
- Papell & Rothman, (1980). Relating the mainstream model of social work with groups, group psychotherapy and the structured group approach. *Social Work with Groups*, 3. 5-23.
- Ratts, M.J., Anthony, L. Santos, K.N.T. (2010). The dimensions of social justice model: Transforming traditional group work into a socially just framework. *The Journal for Specialists in Group Work*, 35(2). 160-168.
- Toseland, R.W. & McClive-Reed, K.P. (2008). Social group work: International and global perspectives. *Social Work with Groups*, 32(1/2). 5-13.
- Yalom, I.D. & Leszcz, M. (2005). Chapter 1, Therapeutic factors, (pp.1-18) and Chapter 2, Interpersonal learning, (pp.19-52). In: *The theory and practice of group psychotherapy*, 3<sup>rd</sup> Ed. New York: Basic Books.
- Vinter, R. D. (1985). An approach to group work practice. In: Sundel, Sundel, M., Glasser F, Sarri, R., & Vinter, R. (Eds.). *Individual change through small groups*, 2<sup>nd</sup> Ed. (pp.3-8). NY: Free Press.

### **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**

- Birnbaum, M.L. & Cicchetti (2005). A model for working with the group life cycle in each group session across the life span of the group. *Groupwork*, 15(3). 23-43.
- Muscat, B., Greenblatt, A., Gravin, C., Pelech, W., Cohen, C.S., Macgowan, M. and Roy, V. (2019). Group workers' experiences of mutual aid: Stories from the field. *Social Work with Groups*.
- Northen, H. & Kurland, R. (2001). Group development. In: *Social work with groups*, 3rd ed. (pp. 44-54). New York: Columbia University Press.
- Schiller, L.Y. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. *Social Work with Groups*, 30(2). 11-26.

### **Resource Readings**

- Bion, W.R. (2000). Group dynamics, In: *Experiences in groups and other papers* (pp. 141-192). London: Routledge.
- Berman-Rossi, Toby (1993). The tasks and skills of the social worker across stages of group development. *Social Work with Groups*, 16(1/2), 69 - 82.
- Schiller, L.Y. (1997). Rethinking stages of development in women's groups: Implications for practice. *Social Work with Groups*, 20(3). 3-19.
- Bernstein, S.B. (1993). What happened to self determination? *Social Work with Groups*, 16 (1/2). 3-15.



## **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**

Brandler, S. & Roman, C.P. (2016). Chapter 4, In the beginning (pp.48-66) and Chapter 7, Planning (pp.119-135) In *Group work: Skills and strategies for effective interventions*, 3rd Ed. New York: Routledge.

Wayne J. & Cohen, C.S. (2001). Chapter 6, Understanding the student: Frameworks for assessment (pp. 67-86). In *Group work education in the field*. Alexandria, VA: CSWE Press.

### **Resource Readings**

Congress, E., & Lynn, M. (1997) Group work practice in the community, navigating the slippery slope of ethical dilemmas. *Social Work with Groups*, 20(3). 61-74.

Dolgoff, R. & Skolnik, L. (1996). Ethical decision making in social work with groups: An empirical study. *Social Work with Groups*, 19(2). 49-65.

Gianino, M. Glick, A. (2008) Wearing two hats: Clinical and ethical implications of combining individual and group treatment. *Social Work with Groups*, 31(3/4). 273-287.

Gitterman, A. (2005). Group Formation, Tasks, Methods, and Skills. In: A. Gitterman and L. Shulman (Eds) *Mutual aid groups, vulnerable and resilient populations, and the life cycle*. (pp .73-112). Itasca, Ill.: F. E. Peacock Inc.

Gumpert, J. & Black, P. N. (2006) Ethical issues in group work: What are they? How are they managed? *Social Work with Groups*. 29(4). 61-74.

Reid, K. (1997). Establishing the group. In: *Social work practice with groups: A clinical perspective*, 2<sup>nd</sup> Ed. (pp. 167-209). Pacific Grove, CA: Brooks/Cole Publishing Co.

Sloane, 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.

## **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**

- McGarry, E., Kane, N. & Fung, L-W. (2013). The Silver Foxes group: Growing older and living with HIV/AIDS. In: G.J. Tully, K. Sweeny & S.E. Palombo, Eds. *Group work: Gateways to growth* (pp. 94-108). London: Whiting & Birch Ltd.
- Yalom, I. D. & Leszcz, M. (2005). Chapter 8, The selection of clients (231-254), Chapter 9, The composition of therapy groups (259-280). In: *The theory and practice of group psychotherapy*, 5<sup>th</sup> Ed. New York: Basic Books.

#### **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.
- Northen, H., & Kurland, R. (2001). Purpose. Chapter 7 (pp. 174-190) In *Social work with groups*, 3<sup>rd</sup> Ed. New York: Columbia University Press.

#### **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**

- Catherine P. Papell (2015) More than 60 years with social group work: Personal and professional history, *Social Work with Groups*, 38:3-4, 201-219, <https://www.tandfonline.com/doi/abs/10.1080/01609513.2014.948593>

#### **Resource Readings**

- Dennison, S. (2008). Measuring the treatment outcome of short-term school-based social skills groups. *Social Work with Groups*, 31(3/4). 307-328.
- Lindsay, J., Roy, V., Turcotte, D. & Montminy, L. (2006). Therapeutic factors in the first stage of men’s domestic violence groups: Men talk about universality and how it becomes operational in the group. *Groupwork*, 16(1). 29-47.
- Marchini, J. (2009). The use of group work with New York City Firefighters post-9/11. In: C. S. Cohen, M. Phillips & M. Hanson (Eds.) *Strength and diversity in social work with groups: Think group*. (pp. 81-92). NY: Routledge.
- Marsiglia, F.F., Pena, V., Nieri, T. & Nagoshi, J.L. (2010). Real groups: The design and immediate effects of a prevention intervention for Latino children. *Social Work with Group*, 33(2/3). 103-121.
- Sussal, C.M. (1985). Group work with federal employees. *Social Work with Groups*, 8 (3).71-79.
- Swifach, J. & Heft-LaPorte, H. (2007). A model for group work practice with Ultra-Orthodox Jewish victims of domestic violence: A qualitative study. *Social Work with Groups*, 30(3). 29-45

#### **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?*

**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.

	<b>February 2020: 2 Synchronous and 2 Asynchronous Sessions</b>
<b>4: Asynchronous Due 2/2/20</b>	<b>Understanding Models of Group Work Practice</b> Process of applying knowledge of theory and models in planning groups.
<b>5: Synchronous 2/6/20 6:30-8:00 Zoom</b>	<b>Discussion of Concepts, Combination of Models and Decision Making for Beginnings</b> Sharing of Models Exploration Application of Models to practice Discussion of papers (Stage One)
<b>6: Asynchronous Due 2/16/20</b>	<b>Applying Planning Elements in Beginnings</b> 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
<b>7: Synchronous 2/20/20 6:30-8:30 Zoom</b>	<b>Skills, Styles and Contexts</b> 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

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

### **Required Readings**

- Toseland, R.W. and Rivas, R.F. (2009) Sections from Chapters 1 and 2 Models and Theories An introduction to group work practice, 6th edition, Boston. Allyn and Bacon.pdf
- Galinsky, M.J., Terzian, M.A. & Fraser, M.W. (2006). The art of group work practice with manualized curricula. *Social Work with Groups*, 29(1). 11-26.
- Hartley-Bangs, L. & Egan, C. (2013). Recovering together: Multiple family group therapy in work with adolescent chemical abusers. In: G.J. Tully, J. Bacon, G. Dolan-Reilly & A. LoRe, Eds. *Group work: An international conversation highlighting diversity in practice*. (pp. 26-35). London: Whiting & Birch Limited.
- Ephross, P.H. & Vassil, T.V. (2004). Group work with working groups. In: C.D. Garvin, L.M. Gutierrez & M.J. Galinsky. *Handbook of social work with groups*. (pp.139-159). NY: The Guilford Press.
- Jacobson, M. & Rugeley, C. (2007). Community-based participatory research: Group work for social justice and community change. *Social Work with Groups*, 30(4), 29-39.
- Jackson, R.L (2001). Systems perspective and the clubhouse model. In: *The clubhouse model: Empowering applications of theory to generalist practice*. (pp. 36-55) Belmont, CA: Wadsworth/Thomson Learning.

### **Resource Readings**

- Aranoff, N.L. & Bailey, N.L. (2009). Thinking group in collaboration and community building: An interprofessional model, In: C. S. Cohen, M. Phillips & M. Hanson (Eds.) *Strength and diversity in social work with groups: Think group*. (pp. 21-30). NY: Routledge.
- Ball, S., (1994). A group model for gay and lesbian clients with chronic mental illness. *Social Work*, 39, 109 - 115.
- Chan, S.M. & O'Connor, D.L. (2008). Finding a voice: The experiences of Chinese family members participating in family support groups. *Social Work with Groups*, 31(2), 117-135
- Cohen, M.B. & Graybeal, C.T. (2007). Using solution-oriented techniques in mutual aid groups. *Social Work with Groups*, 30(4), 79-94.
- Ebenstein, H. (2006). Caregiver support groups: Finding common ground. *Social Work with Groups*, 29(2). 243-258.
- Falck, H. (1995) Central characteristics of social work with groups: A sociocultural analysis, In R. Kurland & R. Salmon (Eds.) *Group work practice in a troubled society*. (pp.63-72). Binghamton, NY: Haworth Press.
- Garvin, C.D. & Glasser, F.H. (1985). The preventive and rehabilitative approach. In: Sundel, Sundel, M., Glasser, F., Sarri, R. & Vinter, R. (Eds.). *Individual change through small groups*. 2nd Ed. (pp. 34-37). New York: Free Press.
- Garry, E., Kane, N. & Fung, L-W. (2013). The Silver Foxes group: Growing older and living with HIV/AIDS. In: G.J. Tully, K. Sweeny & S.E. Palombo, Eds. *Group work: Gateways to growth* (pp. 94-108). London: Whiting & Birch Ltd.
- Lee, J. (2001). (2nd Ed). The empowerment group approach. In: *The empowerment approach to social work practice*, (pp. 290-320). New York: Columbia University Press.

### **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**

Berger, R. (2009). Encounter of a racially mixed group with stressful situations. *Groupwork*, 19(3), 57-76.

Macgowan, M.J. (2008). Chapter 1, Introduction to evidence-based group work (pp.3-17) In *A guide to evidence-based group work*. Oxford, UK: Oxford University Press.

Macgowan, M.J. (2003). Increasing engagement in groups: A measurement based approach. *Social Work with Groups*, 26(1). 5-28.

Yalom, I. D. & Leszcz, M. (2005). Chapter 11, In the beginning, (pp.309-344). In: *The theory and practice of group psychotherapy*, 5<sup>th</sup> Ed. New York: Basic Books.

### **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**

Brandler, S. & Roman, C.P. (2016). Chapter 3, Manifest and latent content (pp. 26-47), Chapter 4, In the beginning (pp.48-66) and Chapter 7, Planning (pp.119-135) In *Group work: Skills and strategies for effective interventions*, 3rd Ed. New York: Routledge.

Wayne, J. & Cohen, C.S. (2001). Chapter 3. Preparations for arranging and supervising a group work assignment (pp.17-32) In *Group work education in the field*. Alexandria, VA: CSWE Press.

Wayne J. & Cohen, C.S. (2001). Chapter 6, Understanding the student: Frameworks for assessment (pp. 67-86). In *Group work education in the field*. Alexandria, VA: CSWE Press.

Wayne, J. & Cohen, C.S. (2001). *Group work education in the field*. Alexandria, VA: CSWE Press. Chapter 8. (pp.115-135). Evaluation and Student Social Work Practice with Groups.

Yalom, I. D. & Leszcz, M. (2005). Chapter 8, The selection of clients (231-254), Chapter 9, The composition of therapy groups (259-280). In: *The theory and practice of group psychotherapy*, 5<sup>th</sup> Ed. New York: Basic Books.

## **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**

- Bergel, Bourassa, D & Clements, J. (2010). Supporting ourselves: Groupwork interventions for compassion fatigue. *Groupwork*, 20(2). 7-23.
- Cohen, C.S. & Pei, Y. (2016). Professors, why did you ask us to throw out all our hopes and dreams? *Social Work with Groups*, Special 40<sup>th</sup> Anniversary Issue.
- Malekoff, A. (2014) *Group Work with Adolescents, Third Edition, Principles and Practice*, Chapter 5, Good beginnings in group work: Socializing adolescents into the group culture, 98-120.
- Yalom, I. D. & Leszcz, M. (2005). Chapter 5, (pp.117-140) The therapist: Basic tasks. In: *The theory And practice of group psychotherapy*, 3<sup>rd</sup> Ed. New York: Basic Books.

## **Resource Readings**

- Hopmeyer, E. (2003). Chapter 12, Worker self-disclosure in group work. In: N. E. Sullivan, E. S. Mesbur, N. C. Lang, D. Goodman, & L. Mitchell, (Eds.) *Social work with groups: Social Justice through personal, community and societal change*, (pp.147-158). New York: Haworth Press.
- Miller, R. (2002). Will the real healer please take a bow. *Social Work with Groups*, 25(1/2). 65-72.
- Nosko, A. (2002). Adventures in co-leadership in social group work practice. *Social Work with Groups* 25(1/2). 175-183.
- Phillips, M. H. & Cohen, C. S. (2000). Strength and resiliency themes in social work practice with groups. In: E. Norman, Ed. *Resiliency enhancement: Putting the strengths perspective into social work practice*. (pp.128-142). NY: Columbia University Press.
- Reid, K. (1997). Worker in the group. (Chapter 6). In: *Social work practice with groups: A clinical perspective*, 2<sup>nd</sup> Ed). Pacific Grove, CA: Brooks/Cole Publishing Co.
- Staples, L. H. (2000). Insider/outsider upsides and downsides. *Social Work with Groups*; 23(2).19-35.
- Travers, A. (1995) Adversity, diversity, and empowerment: feminist group work with women in poverty. In: R. Kurland & R. Salmon (Eds.) *Group work practice in a troubled society*, (pp.139–156). New York: Haworth Press.

Wright, M.M. (2002). Co-Facilitation: Fashion or Function? *Social Work with Groups*, 25(3). 72-92.  
 Yalom, I. D. & Leszcz, M. (2005). Chapter 6, (pp.114-200) The therapist: Working in the here and now. In: *The theory and practice of group psychotherapy*, 3<sup>rd</sup> Ed. New York: Basic Books.

**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

**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)).

	<b>March 2020: 2 Asynchronous and 2 Synchronous Sessions</b>
<b>8: Asynchronous Due 3/1/20</b>	<b>From Beginnings to Middles</b> 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
<b>9: Synchronous 3/5/20 6:30-8:00 Zoom</b>	<b>Member Roles and Dynamics</b> 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
<b>10: Asynchronous Due 3/15/20</b>	<b>Roles, Identities and Diversity</b> Member roles and leadership Gender, race, ethnicity and culture in the group and intersectionality of member identities
<b>11: Synchronous 3/26/20 6:30-8:00 Zoom</b>	<b>Use of Program and Activity</b> 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**

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

### **Required Readings**

- Brandler, S. & Roman, C.P. (2016). Chapter 5, In the middle (pp.67-96), and Chapter 11, Diversity and the use of self (pp. 201-213). In *Group work: Skills and strategies for effective interventions*, 3rd Ed. New York: Routledge.
- Englehardt, B.J. (2005). Group work with lesbians. In: G. L.Greif & P. H. Ephross (Eds.) *Group work with populations at risk, 2<sup>nd</sup> edition*. (pp. 332-348). NY: Oxford University Press.
- Lee, J. (2001). Empowerment groups: Working together, In: *The empowerment approach to social work practice, 2<sup>nd</sup> Ed*, (pp. 321-350). New York: Columbia University Press.
- Malekoff, A. (2014) *Group Work with Adolescents, Third Edition, Principles and Practice*, Chapter 16, (pp.357-372). The struggle to fit in,
- Northen, H., & Kurland, R. (2001). Chapter 10, Roles of members (pp.238-257) In: *Social work with groups*, 3<sup>rd</sup> Ed. New York: Columbia University Press.
- Steinberg, D. M. (2013). Dealing with small group conflict: Seven keys for helping people to make meaning of their differences, take two. In: G.J. Tully, K. Sweeny & S.E. Palombo, Eds. *Group Work: Gateways to Growth*. (pp. 152-170). London: Whiting & Birch Ltd.
- Wayne, J. & Gitterman, A. (2003). Offensive behavior in groups: Challenges and opportunities. *Social Work with Groups*, 26(2). 23-34.
- Yalom, I. D. & Leszcz, M. (2005). Yalom, I. D. & Leszcz, M. (2005). Chapter 3, Group cohesiveness, (pp.53-76) & Chapter 13, (pp.391-428), Problem group members. In: *The theory and practice of group psychotherapy*, 3<sup>rd</sup> Ed. New York: Basic Books.

### **Resource Readings**

- Bernstein, S. (1973). Conflict and group work. In: S. Bernstein (Ed.). *Exploration in group work*. (pp. 72-106). Boston: Milford House.

### **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**

- Doel, M. (2005). Difficult behavior in groups. *Social Work with Groups*, 28 (1). 3-22.
- Kendler, H. (2002). "Truth and Reconciliation": Workers' rear of conflict in groups. *Social Work with Groups*, 25(3). 25-41
- Muskat, B., Greenblatt, A., Garvin, C., Pelech, W., Cohen, C.S., Macgowan, M. & Roy, V. (2019). Group Workers' experiences of mutual aid: Stories from the field. *Social Work with Groups*.
- Rebman, H. (2006). Warning – There's a lot of yelling in knitting: The impact of parallel

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

### **Resource Readings**

- Lynn, M. & Nisivocchia D. (2005). When the world no longer feels safe: Helping children through mutual aid. In: A. Gitterman & L. Shulman, Mutual aid groups, vulnerable & resilient populations and the life cycle, 3<sup>rd</sup> Edition. NY: Columbia University Press (pp. 139-164).
- Poole, J., Gardner, P., Flower, M.C., Cooper, C. (2009). Narrative therapy, older adults, and group work?: Practice, research, and recommendations. *Social Work with Groups*, 32(4). 288-302
- Thomas, N. D., Coleman, S. (1998). Using the sensory orientation group with frail elderly population. *Groupwork*, 10, (2)95-105.

### **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**

- Ball, S. & Lipton, B. (2005). Group work with gay men. In: G. L. Greif & P. H. Ephross (Eds.) *Group work with populations at risk, 2<sup>nd</sup> edition*. (pp. 309-331). NY: Oxford University Press.
- Berg, K.K. & Simon, S. (2013). Developing a white anti-racism identity: A psycho-educational group model. In: G.J. Tully, J. Bacon, G. Dolan-Reilly & A. LoRe, Eds. *Group work: An international conversation highlighting diversity in practice*. London: Whiting & Birch Limited. 90-115.
- Brandler, S. & Roman, C.P. (2016). Chapter 12, Special practice issues (pp. 214-233). In *Group work: Skills and strategies for effective interventions*, 3rd Ed. New York: Routledge.
- Ebenstein, H. (1998). Single session groups: Issues for social workers, *Social Work with Groups*, 21 (1/2) 49-60.
- Feigelman, B. & Feigelman, W. (2008). Surviving after suicide loss: The healing potential of suicide survivor support groups. *Illness, Crisis and Loss*, 16, .285-304.
- Muskat, B. (2013) The Use of IASWG Standards for Social Work Practice with Groups in supervision of group work practitioners, *Social Work With Groups*, 36 (2/3), 208-221
- Yalom, I.D. & Leszcz, M. (2005). Chapter 14, (pp. 429-474). The therapist: Specialized formats and procedural aids. In: *The theory and practice of group psychotherapy*, 5<sup>th</sup> Ed. New York: Basic Books.

### **Resource Readings**

- Chau, Kenneth L. (1992). Needs assessment for group work with people of color: A conceptual formulation, *Social Work with Groups*, 15(2/3) 53 - 66.
- Gutierrez, Lorraine, Ortega, Robert (1991). Developing methods to empower Latinos: The importance of groups, *Social Work with Groups*, 4(2) 23-44.
- Jagendorf, J. & Malekoff, A. (2000). Groups-on-the-go: spontaneously formed mutual aid groups for adolescents in distress, *Social Work with Groups*, 22(4). 15-32.
- Ludwig, K., Imberti, P. Rodriguez, R. & Torrens, A. (2006). Healing trauma and loss through a community-based multi-family group with Latino immigrants. *Social Work with Groups*, 29(4). 45-60.
- Papell, C. (1999). Technical errors or missed alternatives: An interview with Catherine Papell.

*Groupwork*, 11(1).

Reid, K. (1997). Chapter 12, (pp. 229-258). The middle phase of group work. In: *Social work practice with groups: A clinical perspective*, 2<sup>nd</sup> Ed. Pacific Grove, CA: Brooks/Cole Publishing Co.

Rose, S.D. & Chan.H.S. (2010). Motivating clients in treatment groups. *Social Work with Groups*, 33(2/3). 260-277.

Yalom, I. D. & Leszcz, M. (2005). Yalom, I. D. & Leszcz, M. (2005). Chapter 12, (pp. 345-390), The advanced group. In: *The Theory and practice of group psychotherapy*, 3<sup>rd</sup> Ed. New York: Basic Books.

### **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**

Brandler, S. & Roman, C.P. (2016). Chapter 8, The use of programming in groups (pp. 136-170). In *Group work: Skills and strategies for effective interventions*, 3rd Ed. New York: Routledge.

Reid, K. (1997). Chapter 11, Program activities (pp. 209-228). In: *Social work practice with groups: A clinical perspective*, 2<sup>nd</sup> Ed. Pacific Grove, CA: Brooks/Cole Publishing Co.

Malekoff, A. (2014) *Group Work with Adolescents, Third Edition, Principles and Practice*, Chapter 9, (pp. 194-220), The purposeful use of activities in group work: Innovative, expressive and mindful approaches.

McGee II, K. (2013). Some things just have to be lived: Drumming in group work. In Grobman, L. M. & Clements, J. Editors, *Riding the Mutual Aid Bus and Other Adventures in Group Work* (pp. 265-269). Harrisburg, PA: White Hat Communications.

### **Resource Readings**

Brandler, S. & Roman, C.P. (2016). Appendix: Glossary of group games and exercises (pp. 232-255) In *Group work: Skills and strategies for effective interventions*. 3rd Ed. New York: Routledge.

Evans, K. (2009). Rhythm ‘n’ Blues: Bringing poetry into groupwork. *Groupwork* 19(3), 27-38

Lordan, N., Quirke, D. & Wilson, M. (2009). Mask making and social groupwork. In: C. S. Cohen, M. Phillips & M. Hanson (Eds.) *Strength and diversity in social work with groups: Think group*. (pp. 103-120). NY: Routledge.

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.

Northen, H. & Kurland, R. (2001). Chapter 11 The use of activity (pp. 258-287). In: *Social work with groups*, 3<sup>rd</sup> ed. New York: Haworth Press.

Tiemens, K., Beveridge, H. L. & Nicholas, D. B. (2007). Evaluation of a therapeutic camp program for adolescents with a facial difference. *Social Work with Groups*, 30(2). 57-72.

Tucker, A. (2009). Adventure-based group therapy to promote social skills in adolescents. *Social Work with Groups*, 32(4). 315-329.

### **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.

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

<b>16: Synchronous</b> <b>5/9/19</b> <b>6:30-8:30</b> <b>Zoom</b>	<b>Final Session</b> Review, Revisit, Reminisce Capture the gains Celebrate
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**Notes:**

**STAGE THREE OF PAPER DUE 4/5/20: *Beginning Phase Implementation & Assessment of the Group***  
**MEMBER SMALL GROUP REFLECTION PAPER DUE 5/7/20**

**Session 12 (Asynchronous): Evaluation and Endings in Groups**  
**Due 4/5/20**

**Required Readings**

Brandler, S. & Roman, C.P. (2016). Chapter 6, Endings (pp. 97-118) In *Group work: Skills and strategies for effective interventions*, 3rd Ed. New York: Routledge.

Cohen, C.S. & Olshever, A. (2013). IASWG Standards for Social Work Practice with Groups: Development, application and evolution. *Social Work with Groups*, 36(2-3). 111-129.

Northen, H. & Kurland, R. (2001). Chapter 16, Evaluation (pp. 437-448) In: *Social work with groups*, 3<sup>rd</sup> Ed. New York: Columbia University Press.

Reid, K. (1997). Chapter 13, (pp. 259 - 276). The Ending Phase of Group Work. *Social work practice with groups: A clinical perspective*, 2nd Ed. Pacific Grove, CA: Brooks/Cole Publishing Co.

**Recommended 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.

Fouche, C. & Lunt, N. (2009). Using groups to advance social work practice-based research. *Social Work with Groups*, 32(1/2). 47-63.

McGuire, L.E. (2003). Using qualitative methods to evaluate a group: Does the survival skills for women program increase self-sufficiency? *Social Work with Groups*, 26(4). 43-57.

Preston-Shoot, M. (2014). Some ethical and legal challenges in researching groupwork practice. In: S. Genest-Dufault, G. Berteau, & V. Roy, Eds. *Strengthening Social Solidarity Through Group Work: Research and Creative Practice*. (pp. 226-245). London: Whiting & Birch Limited.

Pudil, J. (2006). I'm gone when you're gone: How a group can survive when its 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(2/3), 235-242.

**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 think 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:**

Assessing current status of confidence in group work practice: *Post-Survey: IASWG Standards for Social Work Practice with Groups*

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**

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**ADELPHI UNIVERSITY SCHOOL OF SOCIAL WORK**  
**Social Work 782-70: Description of Major Written Assignment**  
**Advanced Social Work Practice with Groups**  
**Dr. Carol S. Cohen      cohen5@adelphi.edu**

**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 are 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>. (*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?

**ADELPHI UNIVERSITY SCHOOL OF SOCIAL WORK**  
**Social Work 782-70: Description of Group Presentation and Reflection Paper Assignment**  
**Advanced Social Work Practice with Groups**  
**Dr. Carol S. Cohen      cohen5@adelphi.edu**

**Assignments Two & Three: Small Group Presentations and Reflection Paper**

**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?**

**ADELPHI UNIVERSITY SCHOOL OF SOCIAL WORK**  
**Social Work 782-70, Outline for Video-Based Online Discussion Forum**  
**Dr. Carol S. Cohen      cohen5@adelphi.edu**

**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?