



## SOW 6324.CM02 - Clinical Practice with Groups

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Term: Fall 2021  
Class Day: Monday  
Meeting Time: 10:30 a.m.-1:20p.m.  
Class Location: CB1 Room 112  
Credit Hours: 3

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### COURSE DESCRIPTION

Group work theories, interventions and techniques applied to persons with emotional, social and psychological problems.

This course focuses on the theory and practice of community-based social work in groups. Competence in this method of practice is an essential part of the social worker's foundation of professional knowledge, skills and values. Groups are microcosmic reflections of our larger society and offer us opportunities for learning, growth and survival. We are born into a group and live our lives in a variety of groups, within and outside the social work profession. This course is designed to facilitate your ability to critically and effectively apply theory to practice in community based clinical social work with groups.

Current social work practice is influenced by managed care mandates that require rapid assessments; time limited community-based services, clear documentation on service delivery and an emphasis on measuring treatment outcomes.

### COURSE LEARNING OBJECTIVES

By the end of the semester, you are expected to be able to:

1. Articulate community-based clinical practice with groups focusing on the way agency and social policy uniquely influences social work practice with groups. (5a,5b)
2. Articulate an understanding of several theoretical models of social work with groups. (3a,3b,3d,6a,7b,8b)
3. Analyze common and differentiating characteristics among various types of groups, e.g. those designed for mutual aid, treatment, training and education. (4d,7b,7d)
4. Critique and analyze the worker's differential use of group processes throughout the phases of work to termination and evaluation. (4a,4b,4c,4d,8e,9c)
5. Describe and analyze the workers differential use of group processes across the phases of the group's development with an awareness of the person-in-environment and strengths perspectives. (6a,7b,7c)
6. Apply critical thinking skills in assessing their own group work skills, particularly with regard to the development of resiliency of the group as a whole and of its individual members. (7a,7b,7c,7d,7e,7f)
7. Articulate the impact of group structure and diverse membership on group work practice including race, ethnicity, age, gender, social class, sexual orientation. (2a,2b,2c,2d,2e,7a,7c)
8. Clearly describe and critique your own growth and development as a group worker and participant in the context of social work groups. (9a,9b,9c,9d,9e)

9. Demonstrate competent ability to apply group intervention knowledge and skills in clinical social work with groups. The emphasis will be placed on therapeutic and preventative frameworks of practice including cognitive-behavioral model, empowerment model, psychodynamic model, task-centered model, mutual aid model, solution-focused model and feminist model. (4d,8a,8b,8c,8d,8e,8f,8g)
10. Apply ethical judgment in addressing dilemmas unique to group work in community-based clinical practice. (1a,1b,1c,1d,1e,1f)

The MSW Program within the School of Social Work is accredited by the Council on Social Work Education (CSWE). In order to maintain our accreditation status, we engage in ongoing curriculum assessment to demonstrate compliance with CSWE's Education Policies and Accreditation Standards (EPAS). Several of the courses within our curriculum are part of this assessment process. Each competency describes the knowledge, values, skills, and cognitive and affective processes that comprise the competency at the generalist level of practice, followed by a set of behaviors that integrate these components. These behaviors represent observable components of the competencies, while the preceding statements represent the underlying content and processes that inform the behaviors. (CSWE) The complete EPAS can be found in your Student Handbook.

Competency	Component Behaviors Social Workers will:	Course Objective	Module	Assignment
<b>1 Demonstrate Ethical &amp; Professional Behavior</b>	1a. Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws & regulations, models for ethical decision-making, ethical conduct of research, & additional codes of ethics as appropriate to context	4, 8, 9	1, 2	Group Presentation
	1b. Use reflection and self-regulation to manage personal values & maintain professionalism in practice situations	10	1, 2	Group Analysis Assignment
	1c. Demonstrate professional demeanor in behavior, appearance; & oral, written, & electronic communication	10	1, 2	Group Presentation
	1d. Use technology ethically and appropriately to facilitate practice outcomes	10	1, 2	Group Presentation
	1e. Use supervision and consultation to guide professional judgment and behavior *	10	1, 2	Role-Plays
	1f. Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspective *	9	3, 4, 5, 6, 7	Role-Plays

<b>2 Engage diversity &amp; Difference in Practice</b>	2a. Apply & communicate understanding of importance of diversity & difference in shaping life experiences of the micro, mezzo, & macro levels	7	9	Design your own group
	2b. Present themselves as learners & engage clients & constituencies as experts of their own experiences	7	3, 4 5, 6, 7	Design your own group
	2c. Apply self-awareness & self-regulation to manage the influence of personal biases & values in working with diverse clients & constituencies	7	3, 4 5, 6, 7	Design your own group
	2d. Identify and use practitioner/client differences from a strengths perspective *	7	3, 4 5, 6, 7	Design your own group
	2e. Work effectively with diverse populations and model culturally competent behavior with client groups, community partners and other professionals. *	7	3, 4 5, 6, 7	Design your own group
<b>3 Advance Human Rights &amp; Social, Economic, &amp; Environmental Justice</b>	3a. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	5	3, 4 5, 6, 7	Group analysis
	3b. Engage in practices that advance social, economic, and environmental justice	5	3	Role-Plays
	3c. Participate in social advocacy and social action at the local, state, and national level to increase equal access for all clients *	5	3	Group Presentation
	3d. Advocate for the creation and revision of practices and tools that support anti-oppressive practice *	7	3	Group Presentation
<b>4 Engage in research-informed practice &amp; practice-informed research</b>	4a. Use practice experience & theory to inform scientific inquiry and research.	2, 3, 9	11, 14	Group Presentation
	4b. Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	6	11, 14	Group Analysis Assignment
	4c. Use and translate research evidence to inform and improve practice, policy, and service delivery	2	11, 14	Design your own group
	4d. Use evidence-based practice in clinical assessment and intervention with clients *	2	11, 14	Design your own group

5 Engage in Policy Practice	5a. Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1	8	Design your own group
	5b. Assess how social welfare and economic policies impact the delivery of and access to social services	1	8	Design your own group
	5c. Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1	6	Design your own group
	5d. Advocate with and inform legislators to influence policies that impact clients and services *	1	9	Design your own group
<b>6 Engage with Individuals, Families, Groups, Organizations, &amp; Communities</b>	6a. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	2	3, 4	Mutual Aid Group
	6b. use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	9	3, 4	Mutual Aid Group
	6c. Develop a culturally responsive therapeutic relationship with clients *	9	3, 4	Mutual Aid Group
	6d. Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes *	9	3, 4	Mutual Aid Group
<b>7 Assess Individuals, Families, Groups, Organizations, &amp; Communities</b>	7a. Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	6	2	Group Analysis Assignment
	7b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	2	2	Group Analysis Assignment
	7c. Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	6	3	Group Analysis Assignment

	7d. Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies *	9	3	Group Analysis Assignment
	7e. Assess client's readiness for change *	9	3	Group Analysis Assignment
	7f. Use multidimensional biopsychosocial – spiritual assessment tools. *	9	3	Group Analysis Assignment
<b>8 Intervene</b> Individuals, Families, Groups, Organizations, & Communities	8a. Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	9	4	Mutual Aid Group
	8b. Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	9	4	Mutual Aid Group
	8c. Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	9	5	Mutual Aid Group
	8d. Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	9	5	Mutual Aid Group
	8e. Facilitate effective transitions and endings that advance mutually agreed-on goals	9	12	Mutual Aid Group
	8f. Collaborate with other professionals to coordinate treatment interventions. *	9	12	Mutual Aid Group
	8g. Demonstrate the use of appropriate clinical techniques for a range of presenting concerns identified in the assessment including crisis intervention*	9	6, 7, 8	Mutual Aid Group
<b>9 Evaluate with individuals, families, groups, communities, organizations, &amp; communities</b>	9a Select and use appropriate methods for evaluation of outcomes	8	10, 11, 12	Design your own group & Group Analysis Assignment

	9b Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	8	10, 11, 12	Design your own group & Group Analysis Assignment
	9c Critically analyze, monitor, and evaluate intervention and program processes and outcomes	8	10, 11, 12	Design your own group & Group Analysis Assignment
	9d Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	8	10, 11, 12	Design your own group & Group Analysis Assignment
	9e. Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of biopsychosocial-spiritual conditions. *	8	10, 11, 12	Design your own group & Group Analysis Assignment
	<b>* = UCF School of Social Work MSW Clinical Specialization Component Behaviors</b>			

### REQUIRED TEXTBOOKS:

1. Pelech, W., Basso, R., Lee, C.D., & Gandarilla, M. (2016). *Inclusive group work*. Oxford University Press.
2. Steinberg, D.M. (2014). *A mutual-aid model for social work with groups*. NY: Routledge.  
*The digital version of the Steinberg textbook is available for free through the UCF Libraries. You can view it on the Web or download a PDF version to read offline. Accessing the text from off-campus requires that you authenticate as a UCF student.*  
*Link: <https://doi-org.ezproxy.library.ucf.edu/10.4324/9780203794845>*

### 3. RECOMMENDED TEXT

Gitterman, A. & Salmon, R. (Eds.). (2009). *Encyclopedia of social work with groups*. New

York: Taylor & Francis. Available online through UCF library.

## ASSIGNMENTS AND POINTS

Week 1: **Introductory Financial Aid Assignment** - Due by Friday 11:59 PM EST of Week 1

Please note: This assignment serves as the [academic activity for financial aid Links to an external site.](#) To fulfill the University's financial aid requirement, the assignment is due by the first FRIDAY of the class by 11:59pm EST. Not submitting the assignment by the due date and time may impact (delay) your financial aid disbursement.

**Hi students! Welcome to your Clinical Practice with Groups class.**

To get to know you a little better, please answer the following questions. Answering the questions also allows you to fulfill the financial aid requirement for UCF.

1. Name (please indicate the name you prefer to use in the course)
2. What you plan to do with your degree
3. What experiences have you had with facilitating groups
4. Based on your readings this week, what do you see as the benefits of group work? **Be sure to cite your source(s)!**
5. Discuss what you would like to focus on after graduation
6. Something we should know about you

Once you have posted your answers, take a moment to also **respond to at least one other peer in the class.** [5 Points]

**This assignment is due by FRIDAY 11:59 PM EST of Week 1.**

**International Association for Social Work with Groups (IASWG) Standards for Group Work Practice Discussion Board:** Go to <https://www.iaswg.org> Write a summary of the Standards and apply them to a group you have facilitated or would like to facilitate in the future. Give examples of how you would adapt the Standards to this type of group, e.g., a substance abuse group, a domestic violence group, a mental health group, a children's group, an adolescent's group, etc. Once you posted your answers, **take a moment to also respond to at least one other peer in the class.** [10 Points]

**This assignment is due by SUNDAY 11:59 PM EST of Week 4.**

**Design Your Own Group Paper:** Students will select a type of group they want to develop, e.g., domestic violence group, substance abuse group, self-esteem group, etc. Students will be required to create and design their own six (6) session group covering the following areas (each with a separate heading); the target population; the structure including an outline; group activities and ice breakers, theories, and techniques to be used; and leadership styles and skills. In addition, you will provide your preferred theory of group work (reciprocal, remedial, psychosocial, mutual aid) for this type of group and discuss elements of group behavior, elements of member behavior and elements of therapist behavior. You must use a

minimum of six (6) references other than the textbooks. The assignment must be in APA format, and typed. The assignment is to be a minimum of 7-8 pages. [25 Points]

**This assignment is due by SUNDAY 11:59 PM EST of Week 7.**

**Group Conflict Discussion Board:** Discuss your answers to at least 3 of the following 7 questions:

**Self-Assessment on Dealing with Group Conflict:**

1. What is your normal personal reaction to conflict? Love it? Fear it? Does your heart race faster? If so, why? Do you get a “sinking” or “uh oh” feeling when you think it is about to occur? So you try to smooth things over? Do you look for a quick escape? Or do you kick yourself for not having avoided it in the first place?
2. What notable factors have shaped your normal personal reaction? Culture? Religion? Parents? Other?
3. Recall a group situation when expressing difference felt dangerous. What elements contributed to that sense of danger? Be specific.
4. Recall a group situation when expressing difference seemed acceptable. What elements contributed to that sense of safety? Be specific
5. What could you say to a new group that would encourage a norm of safety for the expression of difference?
6. What could you say in group when conflict occurs that would help develop a structure for the safe exploration of differences being expressed?
7. What personal work (reflection and/or change in tendencies, attitudes, behaviors, etc.) must you do to help you move from personal reaction to professional response next time conflict occurs in a group? What are your personal “roadblocks” to helping group use conflict as a mutual-aid process? Be specific.

- Present your responses to three of your answers to your peers in the discussion post.
- Respond to at least one other peer in your class with analytic reflection on their responses.

In your own posting, **be sure to tie your knowledge from readings on group conflict** to your own responses/self-awareness regarding group conflict. Remember to cite your sources! [10 Points]

**This assignment is due by SUNDAY 11:59 PM EST of Week 10.**

**Group Presentations:** Class will be divided into several small groups. Topics, reflecting the interests of class members will be selected by the second week of class. Each presentation will cover five areas: 1) a specific clinical problem (i.e. adolescent substance abuse); 2) a discussion of how group interventions address this problem; 3) a description of how at least 2 clinical frameworks (i.e. cognitive, cbt, feminist, solution-focused; psycho-educational, mutual aid, etc.) can be used in a group practice in this area. The groups will prepare the presentation and post on the discussion board. Each group will give a presentation to the entire class and post their power point presentation to the discussion board - be certain that voices are recorded on the PPT. If you choose, you may also elect to record yourselves on video as well. **Presentations are to be creative and interesting and include references and a power point and be 20 minutes in length. Students will receive a group grade for the presentations.**

For easier upload, you may choose to create a private YouTube account, upload your presentation there, then post the link in the discussion board. You may also upload the actual presentation. [20 Points]

**This assignment is due by SUNDAY 11:59 PM EST of Week 12.**

**Group Analysis Paper:** Students will analyze the Mutual Aid lab group that they are observing during class. Examine and analyze the group dynamics, focusing on the following areas (abstract, introduction, group composition, leadership styles and skills, stages of group development, group norms, diversity, group conflict, member roles, mutual aid examples, summary and references). The assignment is to be a minimum of 6-7 pages in length (not including title page or reference page) and adhere to proper APA style with at least five (5) references. [30 Points]

**This assignment is due by SUNDAY 11:59 PM EST of Week 15.**

### Copyright

This course may contain copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. **All copyright materials are credited to the copyright holder.**

### ONLINE RESOURCES

Assignment guidelines and other course handouts are available through [www.webct.ucf.edu](http://www.webct.ucf.edu) or MyUCF, **Online Course Tools** through **Canvas** which is a secure website. PowerPoints and other materials will be available via the online course section. Quizzes may be online or in-class and assignments will be turned in to the instructor in class. Please also note that all email should be sent through the web course section.

### LIBRARY RESOURCES

#### Electronic Course Reserve:

To access electronic course reserve materials, use this link: <https://library.ucf.edu/textbook-affordability/#Course-Reserves>. Follow the instructions to search Course Reserves. You can search either by instructor's name, course number, author's name, or title. To access an online item, click on it and you will be prompted to enter your UCF NID and password. Textbooks and other materials in print are available for in-library loan for a period of 2 or 4 hours.

**Students will be expected to utilize UCF library resources to search library databases for required readings.** The UCF Libraries has a full array of paper and electronic resources available for students and their research needs. The following web sites which can help students find information, navigate through databases, and learn how to use the library:

1. Information Literacy Modules - <https://infolit.ucf.edu/>
2. Help videos - <https://library.ucf.edu/videos/>

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3. Social Work Guide - <https://guides.ucf.edu/socialwork>
4. Ask a Librarian service - <https://library.ucf.edu/Ask/>
5. Consult with the librarian familiar with Social Work – Shane Roopnarine:  
<https://library.ucf.edu/staff/roopnarine-shane/>
6. Services for undergraduate students: <https://library.ucf.edu/services/services-for-undergrads/>
7. Services for Postdocs & Grad Students: <https://library.ucf.edu/services/services-for-grad-students/>

In addition to paper copies of books and journals, UCF students can access a vast selection of journals and books in electronic format while on or off campus. The web address to the library's catalog is <https://library.ucf.edu>. The Ask Us service provides students the ability to contact a library professional either by phone, on-line chat, or email, and ask for assistance on "how to" locate, research, and obtain library materials. The web address for Ask A Librarian is <https://library.ucf.edu/Ask/>. A series of streaming videos, showing students how to search for a book or journal article, has been developed and are available at <https://library.ucf.edu/videos/>. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at <https://guides.ucf.edu/>. The Social Work Guide is available here: <https://guides.ucf.edu/socialwork>. Another service to help students conduct library research is a Research Consultation. After a student has conducted their research and needs additional information, they can work with a librarian to locate material with the help of their expert searching capabilities. To set-up a Research Consultation with the librarian for Social Work, students should complete an on-line Research Consultation request. Click "Schedule an Online Appointment" on the librarian profile: <https://library.ucf.edu/staff/roopnarine-shane/>. This method is the preferred one, as it captures full information about student needs. Students may also contact the Ask Us service via the link above or call the Ask Us Desk at (407) 823-2562. Finally, students may choose to visit the library and ask a Reference Librarian how best to conduct one's research. If a student has a simple question on how to locate either a book or journal title, the UCF Reference Libraries are happy to provide this type of service, too. Scheduled hours for the Research and Information Desk (RAID) are posted here: <https://library.ucf.edu/ask/#In-Person>.

For links to our materials, research guides, study rooms, and more visit the Services for Undergrads (<http://library.ucf.edu/services/services-for-undergrads/>) or Services for Grad Students (<http://library.ucf.edu/services/services-for-grad-students/>) pages.

For general help, Ask Us (<http://library.ucf.edu/ask>).

**Students will be expected to utilize UCF library resources to search library databases for required readings.** The UCF Libraries has a full array of paper and electronic resources available for students and their research needs. The following web sites which can help students find information, navigate through databases and learn how to use the library:

1. Library Instruction sessions - <http://library.ucf.edu/Reference/Instruction>
2. Library Research Tutorials - <http://library.ucf.edu/Reference/Instruction/LIToursTutorials.asp>
3. Streaming videos - <http://library.ucf.edu/Reference/Videos/Default.asp>
4. Research Guides - <http://library.ucf.edu/Reference/Guides/>
5. Ask a Librarian service - <http://library.ucf.edu/Ask/>

Assignments	Points/Percentage	Due Dates
Introductory Financial Aid Assignment	5	8/27/21
(IASWG) Standards for Group Work Practice Discussion Board	10	9/19/21
Design Your Own Group Paper	25	10/10/21
Group Conflict Discussion Board	10	10/31/21
Group Presentations	20	11/14/21
Group Analysis Paper	30	12/5/21

A **final course grade** will be based upon the total number of points/percentage accumulated by a student on the above evaluations.

Grade	Overall Points	Grade Point Value	Grade	Overall Points	Grade Point Value
A	95-100	4.00	C	74-76	2.00
A –	90-94	3.75	C –	70-73	1.75
B +	87-89	3.25	D+	67-69	1.25
B	84-86	3.00	D	64-66	1.00
B –	80-83	2.75	D –	60-63	0.75
C +	77-79	2.25	F	59 points and below	0.00

## POLICIES

In addition to the information below, the student should become familiar with the School of Social Work Student Handbook and The Golden Rule Handbook for UCF Students <https://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf> . All policies included in these handbooks apply to this class.

### COVID-19 Policies

Below is the link to the UCF COVID-19 Policy.

<https://policies.ucf.edu/documents/PolicyEmergencyCOVIDReturnPolicy.pdf>[Links to an external site.](#)

**Wear Masks Indoors:** We expect you to wear masks indoors even if you are fully vaccinated in accordance with CDC guidelines. Masks are an additional layer of protection and reduce the spread of the virus.

With the exception of masks still being required at the Student Health Center, masks are optional but strongly recommended. UCF encourages all students, faculty and staff members, and visitors to follow CDC guidelines on our campuses and everywhere you go. It is on each of us to take the personal precautions necessary to protect our campus community.

## COVID SELF-CHECKER

### Students and Employees

The self-checker remains available in the [UCF Mobile app](#)[Links to an external site.](#) and [online](#)[Links to an external site.](#) as a tool for screening symptoms.

### Visitors

All UCF visitors and vendors are encouraged to conduct symptom monitoring through the [COVID Self-Checker \(Links to an external site.\)](#) before arriving on campus.

For updates check <https://www.ucf.edu/coronavirus/>[Links to an external site.](#)

## Potential COVID-19 Exposure

Because risk of exposure exists in any public place where people are present and the pandemic is a reality across our broader community, we can expect that UCF will not be immune from continued impact.

If you or someone you know tests positive for COVID-19, here are the steps you should take:

- Stay home and do not come to campus.
- Self-isolate and avoid contact with other people and social gatherings.
- Let your supervisor or faculty member know that you're ill and not able to come to work or class.
- Follow the instructions of your healthcare provider to determine if testing or treatment is needed.
- Call the [UCF COVID Line at 407-823-2509](#) if you test positive.

For updates check <https://www.ucf.edu/coronavirus/>

## Zoom Instruction

If you test positive for COVID-19, you will need to follow policies and report to Health Services COVID line and discuss with your instructor. Meeting dates and times will be scheduled through [Webcourses@UCF](#) and should appear on your calendar.

Please take the time to familiarize yourself with Zoom by visiting the [UCF Zoom Guides](#) at <https://cdl.ucf.edu/support/webcourses/zoom/>. You may choose to use Zoom on your mobile device (phone or tablet).

## Things to Know About Zoom:

- You must sign into my Zoom session using your UCF NID and password.
- The Zoom sessions are recorded.
- Improper classroom behavior is not tolerated within Zoom sessions and may result in a referral to the Office of Student Conduct.
- You can contact [Webcourses@UCF Support](mailto:Webcourses@UCF.Support) at <<https://cdl.ucf.edu/support/webcourses/>> if you have any technical issues accessing Zoom.

### Cell phones, Laptops, and recorders

- Students are asked to **turn off** cell phones during class sessions.
- While the use of laptops is convenient for students to take class notes, it is expected that students WILL NOT engage in other laptop activities during class time that may include: internet activities, reading and responding to email, balancing a checkbook, etc. If this should occur, the instructor reserves the right to request that the student not use a laptop during class.
- Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal educational use. A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. **Recording class activities other than class lectures**, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion (except when incidental to and incorporated within a class lecture), clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member, and invited guest speakers **is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member.** Failure to adhere to these requirements may constitute a violation of the University's Student Code of Conduct as described in the Golden Rule.

### Classroom Decorum

- Side conversations are discouraged because they distract the class.
- The instructor expects students to respect the culture, values, beliefs and rights of their classmates. During class sessions, alternate points of view are encouraged and should be received by others with respect. Students should feel free to express their opinions and to refer to relevant personal situations without fear of disapproval or disrespect; however, the classroom is not the place where students should indulge in personal venting or counseling/support seeking.

### Professional Behavior

Professionalism is a practice behavior that students are expected to demonstrate throughout this course and in the BSW Program. Being respectful is important. Students may not agree with what everyone states, however you are expected to listen and be respectful. Unprofessional behavior will not be tolerated; this includes rude or disrespectful comments via web course tools, interactions with classmates or the instructor; and/or biased or prejudiced language towards any of the populations served by social work. Should a student exhibit unprofessional behavior the instructor will request a meeting with the students involved. Should a disruption continue past the instructor addressing it the first time the student will be referred to the appropriate program director and the Office of Student Conduct. (see Professional Standards attached to syllabus)

### Diversity and Inclusion

The University of Central Florida considers the diversity of its students, faculty, and staff to be a strength and critical to its educational mission. UCF expects every member of the university community to contribute to an inclusive and respectful culture for all in its classrooms, work environments, and at campus events. Dimensions of diversity can include sex, race, age, national origin, ethnicity, gender identity and expression, intellectual and physical ability, sexual orientation, income, faith and non-faith perspectives, socio-economic class, political ideology, education, primary language, family status, military experience, political beliefs, cognitive style, and communication style. The individual intersection of these experiences and characteristics must be valued in our community.

**Title IX** (Title Nine) prohibits sex discrimination, including sexual misconduct, sexual violence, sexual harassment, and retaliation. If you or someone you know has been harassed or assaulted, you can find resources available to support the victim, including confidential resources and information concerning reporting options at [www.shield.ucf.edu](http://www.shield.ucf.edu)

For more information on diversity and inclusion, Title IX, accessibility, or UCF's complaint processes

contact:

- Title IX – EO/AA - <http://www.eeo.ucf.edu/> & [askanadvocate@ucf.edu](mailto:askanadvocate@ucf.edu)
- Disability Accommodation – Student Accessibility Services - <http://sas.sdes.ucf.edu/> & [sas@ucf.edu](mailto:sas@ucf.edu)
- Diversity and Inclusion Training and Events – [www.diversity.ucf.edu](http://www.diversity.ucf.edu)
- Student Bias Grievances – Just Knights response team - <http://jkrt.sdes.ucf.edu/>
- UCF Compliance and Ethics Office - <http://compliance.ucf.edu/> & [complianceandethics@ucf.edu](mailto:complianceandethics@ucf.edu)
- Ombuds Office - <http://www.ombuds.ucf.edu>

### **Academic Integrity/Plagiarism**

Students should familiarize themselves with UCF's Rules of Conduct at <http://osc.sdes.ucf.edu/process/roc>. According to Section 1, "Academic Misconduct," students are prohibited from engaging in

1. Unauthorized assistance: Using or attempting to use unauthorized materials, information or study aids in any academic exercise, unless specifically authorized by the instructor of record, is unacceptable. The unauthorized possession of examination or course-related material also constitutes cheating. There are many fraudulent websites claiming to offer study aids to students but are actually cheat sites. These websites encourage students to upload course materials, such as test questions, individual assignments, and examples of graded material. Such materials are the intellectual property of instructors, the university, or publishers and may not be distributed without prior authorization. Students may NOT share/post exam questions on any study website. Students who engage in such activity are in violation of academic conduct standards and will face penalties. If a student has knowledge that this type of material is on such website, they must notify the instructor.
2. Communication to another through written, visual, electronic, or oral means: The presentation of material which has not been studied or learned, but rather was obtained through someone else's efforts and used as part of an examination, course assignment, or project.
3. Commercial Use of Academic Material: Selling of course material to another person, student, and/or uploading course material to a third-party vendor without authorization or without the express written permission of the university and the instructor. Course materials include but are not limited to class notes, Instructor's PowerPoints, course syllabi, tests, quizzes, labs, instruction sheets, homework, study guides, handouts, etc.
4. Falsifying or misrepresenting the student's own academic work.
5. Plagiarism: Using or appropriating another's work without any indication of the source, thereby attempting to convey the impression that such work is the student's own. Paraphrasing is a skill that requires reading information and, using your own thoughts to summarize the information in a way that supports the topic discussed. While the paraphrase involves your own thoughts, it originates from a source and that source is cited.

Quoting is a matter of taking words, verbatim, from another source and restating them without, or with minimal, manipulation. Quotations are placed in quotation marks (“ ”) or placed in a block format within the text (per APA style). Quoting does not involve analysis and synthesizing and, therefore, does not require critical thinking except when used appropriately to support (not substitute) an idea. Because of this, students are discouraged from using significant quotations as this limits your learning experience, and most writing assignments for this course will include a limit to the number of direct quotes you can use.

6. Multiple Submissions: Submitting the same academic work for credit more than once without the express written permission of the instructor.
7. Helping another violate academic behavior standards.

For more information about Academic Integrity, students may consult The Center for Academic Integrity <<http://www.academicintegrity.org/icai/assets/FVProject.pdf> (Links to an external site.)Links to an external site.>.

For more information about plagiarism and misuse of sources, see “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices” <<http://wpacouncil.org/node/9> (Links to an external site.)Links to an external site.>.

### Responses to Academic Dishonesty, Plagiarism, or Cheating

Students should also familiarize themselves with the procedures for academic misconduct in UCF’s student handbook, *The Golden Rule* <<http://goldenrule.sdes.ucf.edu/docs/goldenrule.pdf>>. UCF faculty members have a responsibility for students’ education and the value of a UCF degree, and so seek to prevent unethical behavior and when necessary respond to academic misconduct. Penalties can include a failing grade in an assignment or in the course, suspension or expulsion from the University.

Any acts of plagiarism, *including not acknowledging sources of information appropriately, cutting & pasting, not citing someone else’s work correctly, citing an entire page and in accordance with APA guidelines*, may result in a failing grade in the course. School and University policies on academic integrity will be strictly enforced. Students who observe others violate this policy are expected to report this to the instructor. The instructor also adheres to the highest standards of academic integrity, so please do not ask for your grade to be changed without just cause or to bend or break rules for one person that will not apply to everyone.

### Turnitin.com

The instructor reserves the option to use turnitin.com; an online system which can determine if work has been copied from another source. The instructor will provide information on submitting assignments through this system at the beginning of the semester. For a more detailed look at this process, please visit <http://www.turnitin.com>.

### Attendance and Participation

Student attendance and participation are integral parts of this course. Students are expected to attend each class, arrive on time, and remain for the duration of the class. Students are also expected to assume responsibility for their own learning and to actively involve themselves in class discussions and exercises. Please come prepared for class so that you can participate in class discussions and exercises. Students must be present for exams and quizzes depending on modality. Make-up exams/quizzes will be given **ONLY** in extreme circumstances and the student must have documentation of the extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident). The student must notify the instructor for approval as soon as possible and present documentation. Out-of-town vacations, trips, mild colds, and other similar circumstances do not qualify as extreme. **Students who miss three (3) classes regardless of the reason will have their final grade lowered by a partial letter grade (A- to B+; B to B-, etc.).**

**Attendance during Finals Week:** It is university policy that all classes **MUST** meet for either a final exam or a class session.

### **Academic Engagement**

All faculty are required to document students' academic activity at the beginning of each course. In order to document that you began this course, a discussion post/assignment is included and/or attendance will be taken during each class (depending if this is an "M", face-to-face, or online class). **Failure to complete the discussion posting or sign in to show you have engaged in this course may result in a delay in the disbursement of your financial aid.**

### **Make-Up Assignments for Authorized University Events or Co-curricular Activities**

Students who represent the university in an authorized event or activity (for example, student-athletes) and who are unable to meet a course deadline due to a conflict with that event must provide the instructor with documentation in advance to arrange a make-up. No penalty will be applied. For more information, see the UCF policy at: <http://policies.ucf.edu/documents/4-401.1MakeupAssignmentsForAuthorizedUniversityEventsOrCocurricularActivities.pdf>

### **Written Assignments**

Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and adhere to accepted APA standards of writing. Correct use of **grammar, punctuation, and spelling will be considered when assignments are graded.** All written assignments must be typed in a 12 point, Times New Roman font style, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. When required, references should be included in the APA format.

Assignments emphasize the skills needed in social work practice. Assignments will be evaluated and graded on the following criteria.

1. Appropriate use of APA writing style
2. Adequate number of references cited (if applicable)
3. Organization and clarity of ideas presented
4. Ability to integrate theory and practice appropriately
5. Ability to use analytical skills throughout the assignment
6. Creative ways of responding to the instructions beyond the requirements

Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in Trevor Colburn Hall, room 109. UWC staff may be reached at (407) 823-2197 or <http://www.uwc.ucf.edu/>.

### **Late Assignments**

All assignments must be submitted at the beginning of the class or online through webcourses by the due date and time. No assignments will be accepted by email unless the instructor has given explicit prior approval. **Late assignments will receive**

**grade deductions (up to the discretion of each instructor) for each day that they are late regardless of the reason unless the student gained prior approval from the instructor.** No assignment will be accepted after the last day of class. It is the student's responsibility to make arrangements with the instructor regarding late assignments.

### **Incomplete Grades**

Incomplete grades are only granted by the instructor, when the student who has completed most of the course work, attended class regularly and submitted all prior assignments is faced with an exceptional circumstance that prevents the student from taking an exam, a quiz, or submitting the remaining assignments. In those exceptional circumstances (death in the family, student in a car accident, student hospitalization, etc.), the student or a member of the student's family should contact the instructor. Once able, the student will provide the necessary documentation per School and University policies and make arrangements with the instructor for the work to be completed to qualify for an incomplete grade. All work must be completed by the end of the following semester. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

### **Religious Observances**

Students must notify their instructor in advance if they intend to miss class for a religious observance. For more information, see the UCF policy

at: <<http://regulations.ucf.edu/chapter5/documents/5.020ReligiousObservancesFINALOct17.pdf>>.

### **Deployed Active Duty Military Students**

Students who are deployed active duty military and/or National Guard personnel and require accommodation, should contact their instructors as soon as possible after the semester begins and/or after they receive notification of deployment to make related arrangements.

### **UCF Cares**

During your UCF career, you may experience challenges including struggles with academics, finances, or your personal well-being. UCF has a multitude of resources available to all students. Please visit [UCFCares.com](http://UCFCares.com) if you are seeking resources and support, or if you are worried about a friend or classmate. Free services and information are included for a variety of student concerns, including but not limited to alcohol use, bias incidents, mental health concerns, and financial challenges. You can also e-mail [ucfcares@ucf.edu](mailto:ucfcares@ucf.edu) with questions or for additional assistance. You can reach a UCF Cares staff member between 8 a.m. and 5 p.m. by calling 407-823-5607. If you are in immediate distress, please call Counseling and Psychological Services to speak directly with a counselor 24/7 at 407-823-2811, or please call 911.

### **Course Accommodation Statement**

The University of Central Florida is committed to providing access and inclusion for all persons with disabilities. Students with disabilities who need disability-related access in this course should contact the professor as soon as possible. Students should also connect with Student Accessibility Services (SAS) <<http://sas.sdes.ucf.edu/>> (Ferrell Commons 185, [sas@ucf.edu](mailto:sas@ucf.edu), phone 407-823-2371). Through Student Accessibility Services, a Course Accessibility Letter may be created and sent to professors, which informs faculty of potential access and accommodations that might be reasonable. Determining reasonable access and accommodations requires consideration of the course design, course learning objectives and the individual academic and course barriers experienced by the student.

## Campus Safety Statement

Emergencies on campus

are rare, but if one should arise during class, everyone needs to work together. Students should be aware of their surroundings and familiar with some basic safety and security concepts.

- In case of an emergency, dial 911 for assistance.
- Every UCF classroom contains an emergency procedure guide posted on a wall near the door. Students should make a note of the guide's physical location and review the online version at [http://emergency.ucf.edu/emergency\\_guide.html](http://emergency.ucf.edu/emergency_guide.html).
- Students should know the evacuation routes from each of their classrooms and have a plan for finding safety in case of an emergency.
- If there is a medical emergency during class, students may need to access a first-aid kit or AED (Automated External Defibrillator). To learn where those are located, see <http://www.ehs.ucf.edu/workplacesafety.html> (click on link from menu on left).
- To stay informed about emergency situations, students can sign up to receive UCF text alerts by going to [my.ucf.edu](http://my.ucf.edu) and logging in. Click on "Student Self Service" located on the left side of the screen in the toolbar, scroll down to the blue "Personal Information" heading on the Student Center screen, click on "UCF Alert", fill out the information, including e-mail address, cell phone number, and cell phone provider, click "Apply" to save the changes, and then click "OK."
- Students with special needs related to emergency situations should speak with their instructors outside of class.
- To learn about how to manage an active-shooter situation on campus or elsewhere, consider viewing this video ([You CAN Survive an Active Shooter \(Links to an external site.\)](#)[Links to an external site.](#))

## THE UCF CREED

Integrity, scholarship, community, creativity, and excellence are the core values that guide our conduct, performance, and decisions.

**Integrity:** I will practice and defend academic and personal honesty.

**Scholarship:** I will cherish and honor learning as a fundamental purpose of my membership in the UCF community.

**Community:** I will promote an open and supportive campus environment by respecting the rights and contributions of every individual.

**Creativity:** I will use my talents to enrich the human experience.

**Excellence:** I will strive toward the highest standards of performance in any endeavor I undertake.

## Fall 2021 Holidays

Labor Day.....Sept. 6 (Monday)

Veteran's Day.....Nov. 11 (Thursday)

Thanksgiving.....Nov. 24, 25, 26 (Wed., Thurs. & Fri.)

## Course Outline

### **Week 1: Introduction to Social Group Work (In person Class)**

#### **Content:**

1. Orientation to the course
2. Introduction to Group Lab (Mutual Aid Group) Experience/Assignment
3. History of social work with groups
4. Group work and social work practice principles
5. Ethical group practice
6. Ethnic sensitive practice
7. Types of groups
8. Objectives of group work

#### **Readings:**

1. Pelech, W., Basso, R., Lee, C.D., & Gandarilla, M. (2016). *Inclusive group work*. Oxford University Press. Fundamentals of Group Work, Chapter 1. History of Group Work Approaches, Chapter 2. Ethics and Standards, Chapter 7.
2. Schwartz, W. (1986). The group work tradition and social work practice. *Social Work with Groups*, 8(4), 7-28.
3. Molina, O. & Jacinto, G.A. (2015). The advantages and benefits of a student mutual-aid group in developing groupwork skills. *Groupwork*, 25:1, 78-92.
4. Standards for Social Work Practice with Groups (2015). [www.iaswg.org](http://www.iaswg.org)

### **Week 2: The Preliminary Phase with Groups (Online)**

#### **Content:**

1. A Model of Planning
2. Assessment of Need
3. Purpose of Group
4. Size of Group
5. Pre-Group Interviews

#### **Readings:**

1. Pelech, W., Basso, R., Lee, C.D., & Gandarilla, M. (2016). *Inclusive group work*. Oxford University Press. Principles of Inclusive Group Work, Chapter 4. Planning a Group with a focus on Diversity, Chapter 6.
2. Steinberg, D.M. (2014). Pre-group planning with mutual aid in mind: Chapters 3 and 4.

### **Week 3: The Beginning Phase with Groups (No Class) – Labor Day Holiday**

#### **Content:**

1. Dynamics of First Group Sessions
2. The Contracting Skills
3. Exploration Skills
4. Information/ Education
5. Confrontation
6. Interpretation
7. Feedback

#### **Readings:**

1. Pelech, W., Basso, R., Lee, C.D., & Gandarilla, M. (2016). *Inclusive group work*. Oxford Press. A Diversity of Purposes, Chapter 5. Beginnings, Chapter 9.
2. Steinberg, D.M. (2014). The mutual-aid model of social work with groups and Early group goals and norms: Chapters 1 and 5.

### **Week 4: The Middle Phase with Groups (Online)**

#### **Content:**

1. Interventions in the Middle Stages of the Group
2. Skills in the Middle Phase
3. Member Roles

#### **Readings:**

1. Pelech, W., Basso, R., Lee, C.D., & Gandarilla, M. (2016). *Inclusive group work*. Oxford Press. Leadership, Chapter 10. The Middle Stage of Group Work, Chapter 11.

### **Week 5: Stages of Group Development (In person Class) – Mutual Aid Group A and B – 1<sup>st</sup> session**

#### **Content:**

1. Models of Group Development, Boston Model, Relational Model
2. The Relationship to the Leader
3. Group Member Relationships
4. Development of Cohesion in Groups

#### **Readings:**

1. Bartolomeo, F. (2009). Boston Model. In A. Gitterman, & R. Salmon, *Encyclopedia of social work with groups* (pp. 103-105).

- Schiller, L.Y. (2009). Relational Model. In A. Gitterman, A. & R. Salmon, (Eds.). *Encyclopedia of social work with groups* (pp106-108).

### **Week 6: Mutual Aid Model and Group Work (Online)**

#### **Content:**

- The Why of Mutual Aid
- Challenges to Mutual Aid Practice
- Identifying Skills

#### **Readings:**

- Steinberg, D.M. (2014). Chapter 7. Individual problem solving with mutual aid in mind
- Steinberg, D.M. (2014). Chapter 2. The nine dynamics of mutual aid and their implications for practice
- Steinberg, D.M. (2009). Mutual Aid Model. In Gitterman , A. & Salmon, R. (Eds.). Mutual Aid Model. *Encyclopedia of social work with groups* (pp.50-53).

### **Week 7: Group Conflict and Mutual Aid (In person Class) – Mutual aid Group A and B – 2<sup>nd</sup> session**

#### **Content:**

- The role of authority in mutual aid groups
- Assessing the impact of conflict
- Maintaining mutual aid during conflict
- Diversity and group work practice

#### **Readings:**

- Steinberg, D.M. (2014). Chapter 8. Mutual aid and authority
- Steinberg, D.M. (2014). Chapter 9. The role of conflict in a mutual aid system
- Pelech, W., Basso, R., Lee, C.D., & Gandarilla, M. (2016). *Inclusive group work*. Oxford Press. Group Development and Analysis, Chapter 8. Advanced Skills and Conflict Resolution, Chapter 12.

### **Week 8: Mutual Aid in Short-Term Groups, open-ended groups and very large - Groups (Online)**

#### **Content:**

- Mutual Aid in single-session groups
- Mutual Aid in short-term practice
- The relationship between purpose and mutual aid in open-ended groups
- Authority, mutual aid, and open-ended mutual-aid practice
- Setting the stage for mutual aid in very large groups
- Catalyzing mutual aid in very large groups

#### **Readings:**

- Steinberg, D.M. (2014). Chapter 10. Mutual Aid practice with single session groups
- Steinberg, D.M. (2014). Chapter 11. Mutual Aid with short-term groups

3. Steinberg, D.M. (2014). Chapter 12. Mutual aid practice with open-ended groups
4. Pelech, W., Basso, R., Lee, C.D., & Gandarilla, M. (2016). *Inclusive group work*. Oxford University Press. Supportive Groups, Chapter 16.

**Week 9: Reciprocal Model (Schwartz) (Mediating Model or Interactional) (Now called Mutual Aid Model), Remedial Model (Vinter) (Social Treatment Model), (In person Class) – Mutual Aid Group A and B – 3<sup>rd</sup> session**

**Content:**

1. Key concepts
2. Implications for practice with groups

**Readings:**

1. Pelech, W., Basso, R., Lee, C.D., & Gandarilla, M. (2016). *Inclusive group work*. Oxford University Press. History of Group Work Approaches, Chapter 2.
2. Groups Across the Lifespan, Chapter 15
3. Supportive Groups, Chapter 16.

**Week 10: Psychosocial Model (Northen & Kurland), and Solution - Focused Practice (Online)**

**Readings:**

1. Tosone, C. (2009). Psychodynamic Model. In A. Gitterman, & R. Salmon, (Eds.) *Encyclopedia of social work with groups*, (pp. 53-55).
2. Cohen, M.B. & Graybeal, C.T. (2007). Using solution-oriented techniques in mutual aid groups. *Social Work with Groups*, 30:4, 41-58.

**Week 11: Empowerment Model (Lee), and Feminist Practice Model (In person Class) – Mutual Aid Group A and B – 4<sup>th</sup> session**

**Content:**

1. Key concepts
2. Implications for practice with groups
3. Review of semester
4. Student Feedback

**Readings:**

1. Hudson, R. (2009). Empowerment Model. In A. Gitterman & R. Salmon (Eds): *Encyclopedia of social work with groups* (pp. 47-50).
2. Pelech, W., Basso, R., Lee, C.D., & Gandarilla, M. (2016). *Inclusive group work*. Oxford

University Press. Trauma and Intimate Partner Violence, Chapter 14. An Organizational Group, Chapter 17.

**Week 12: Cognitive-Behavioral Model (Rose), Task-Centered Model (Online)**

**Readings:**

1. Magen, R. (2009). Cognitive Behavioral Model. In A. Gitterman & R. Salmon (Eds): *Encyclopedia of social work with groups* (pp. 45-47).
2. Garvin, C. (2009). Task-Centered Model. In A. Gitterman, & R. Salmon, (Eds.) *Encyclopedia of social work with groups*, (pp. 55-58).

**Week 13: Endings Phase in Groups (In person Class) – Mutual Aid Group A and B – 5<sup>th</sup> session**

**Content:**

1. The Ending Phase of Group Practice
2. The Dynamics and Skills of Endings
3. Stages of Ending Process
4. Group Worker Strategies with Endings

**Readings:**

1. Pelech, W., Basso, R., Lee, C.D., & Gandarilla, M. (2016). *Inclusive group work*. Oxford University Press. Ending a Group and Evaluation, Chapter 13.
2. Birnbaum, M.L. & Cicchetti, A. (2009). Sessional Endings. In A. Gitterman, & R. Salmon, (Eds.) *Encyclopedia of social work with groups*. (pp.117-118).
3. Rose, S. (2009). Termination Phase. In A. Gitterman, A. & R. Salmon, (Eds.). *Encyclopedia of social work with groups* (pp.118-121).

**Week 14: Evaluating Group Work Practice (Online)**

**Content:**

1. Evaluating group work practice
2. Evidence-based group work
3. Quantitative and qualitative methods
4. Intervention research

**Readings:**

1. Steinberg, D.M. (2014). Chapter 14. Evaluation
2. Macgowan, M.J. (2009). Evidence-based group work. In Gitterman, A. & Salmon R. (Eds). *Encyclopedia of social work with groups* (pp. 131-135).
3. Pandya, V. (2009). Quantitative and qualitative methods. In A. Gitterman, & R. Salmon,

C

(Eds.), *Encyclopedia of social work with groups* (pp. 147-149).

4. Galinsky, M.J. & Faser, M.W. (2009). Intervention research. In A. Gitterman, & R. Salmon (Eds.), *Encyclopedia of social work with groups* (pp. 139-142).

**Week 15: End of the Semester Summary and Feedback (In person Class)**

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- Garvin, C.D., Gutierrez, L.M. (2017). *Handbook of social work with groups*. Second Edition New York, NY: The Guilford Press.
- Gitterman, A., & Shulman, L. (Eds.). (2005). *Mutual aid groups, vulnerable populations, and the life cycle*. New York: Columbia University Press.
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- Hirayama, H. & Hirayama, K.K. (2002). Fostering resiliency in children through group work: Instilling hope, courage, and life skills. In T. Kelly, T. Berman-Rossi & S. Palombo (Eds.), *Group work: Strategies for strengthening resiliency* (pp. 71-83). Binghamton, NY: Haworth Press.
- International Association for Social Work with Groups (2015). *Standards for social work practice with groups*. Available at: [www.iaswg.org](http://www.iaswg.org)
- Jacinto, G.A., Chapple, R.L., Nyiransekuye, H. & Molina, O. (2017). Women trauma survivors of the Rwandan genocide: A seven-week group building exercise. *Groupwork: An*

*International Journal for Working with Groups*, 27:1, 49-65.

Lee, J. A. B. (2001). *The empowerment approach to practice* (2<sup>nd</sup> ed.). New York: Columbia University Press.

Malekoff, A., & Kurland, R. (Eds.). (2005). *A quarter century of classics (1978-2004): Capturing the theory, practice, and spirit of social work with groups*. Binghamton, New York: Haworth Press.

Malekoff, A. (2014). *Group work with adolescents* (3<sup>rd</sup> ed.). New York: Guilford Press.

Molina, O., Nyiransekuye, H. & Jacinto, G.A. (2020). Use of the labyrinth in mutual aid group work. *Groupwork: An Interdisciplinary Journal for Working with Groups*, 28:3, 70-87.

Molina, O. & Chapple, R. (2017). A mutual-aid group for Latino and Latina adolescent survivors of parental intimate partner violence. *Groupwork: An International Journal for Working with Groups*, 27:1, 66-86.

Molina, O. & Jacinto, G.A. (2015). The advantages and benefits of a student mutual-aid group in developing groupwork skills. *Groupwork: An International Journal for Working with Groups*, 25:1, 78-92.

Molina, O. (2013). Latino adolescent survivors of child abuse and parental intimate partner violence: How group work can help. *NASW Child Welfare Section Connection, Special Issue*, 5-7.

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- Schiller, L. Y. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. *Social Work with Groups*, 30:2, 11-16.
- Schwartz, W. (1994). Social work with groups: The search for a method. In T. Berman-Rossi (Ed.), *Social work: The collected writings of William Schwartz*. Itaska, IL: Peacock.
- Shulman, L. (2006). *The skills of helping individuals, families, and groups* (5th ed.). Belmont, CA: Brooks/Cole.
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