SOW 6324.0001 - Clinical Practice with Groups

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Term: Fall 2015
Class Day: Monday
Meeting Time: 1:30 p.m.-4:20 p.m.

Class Location CB1   Room 112
Credit Hours: 3

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.
2. Articulate an understanding of several theoretical models of social work with groups**.   (APB 57)**
3. Analyze common and differentiating characteristics among various types of groups, e.g. those designed for mutual aid, treatment, training and education. **(APB 64, 65)**
4. Critique and analyze the worker's differential use of group processes throughout the phases of work to termination and evaluation. **(APB 72)**
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. **(APB 69, 70)**

SOW 6324.XXX - Clinical Practice with Groups				
Competency	Advanced Practice Behavior	Course Objective	Weeks	Assignment
2.1.1 Identify as a professional social worker and conduct oneself accordingly	**APB 42** Demonstrate professional use of self with client(s) **APB 43** Understand and identify professional strengths, limitations and challenges. **APB 44** Develop, manage, and maintain therapeutic relationships with clients within the person-in-environment and strengths perspectives	4, 8, 9	1, 2	Group Presentation
2.1.2 Apply social work ethical principles to guide professional practice	**APB 45** Apply ethical decision-making skills to issues specific to community-based clinical social work **APB 46** Identify and use knowledge of relationship dynamics, including power differentials **APB 47** Recognize and manage personal biases as they affect the therapeutic relationship in the service of the clients' well-being	10	1, 2	Group Analysis Assignment Designing your own group assignment
2.1.3 Apply critical thinking to inform and communicate professional	**APB 48** Engage in reflective practice **APB 49** Identify and articulate clients' strengths and vulnerabilities **APB 50** Evaluate the strengths and weaknesses of multiple theoretical perspectives and differentially apply them to client situations	6	12,13,14	Group Analysis & Designing your own group assignment

2.1.4 Engage diversity and difference in practice	**APB 52** Research and apply knowledge of diverse populations to enhance client wellbeing **APB 53** Research and apply knowledge of diverse populations to enhance client wellbeing **APB 54** Work effectively with diverse populations	7	9	Group observation, Group analysis & Design your own group
2.1.6 Engage in research-informed practice and practice-informed research	**APB 57** Use the evidence-based practice process in clinical assessment and intervention with clients	2, 9	11, 14	Designing your own group and Group Presentation
2.1.7 Apply knowledge of human behavior and the social environment	**APB 58** Synthesize and differentially apply theories of human behavior and the social environment to guide clinical practice **APB 59** Use bio-psycho-social-spiritual theories and systems in formulation of comprehensive assessments	5	3	Group Observation and Group Analysis
2.1.10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities				
2.1.10 (a) Engagement Practice Behaviors	**APB 64** Develop a culturally responsive therapeutic relationship **APB 65** Establish a relationally based process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes	3, 4, 5, 7	4	Group Analysis

2.1.10 (b) Assessment Practice Behaviors	**APB 66** Use bio-psychosocial spiritual assessment tools that are evidenced based and culturally sensitive **APB 67** Assess clients' readiness for change **APB 68** Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances, and events. Engage in continuous clinical assessment and modify as needed	5, 8, 9	4,5	Group Analysis
2.1.10 (c) Intervention Practice Behaviors	**APB 69** Assess client coping strategies to reinforce and improve adaptation to life situations, circumstances and events **APB 70** Engage in continuous clinical assessment and modify as needed	5, 8	5,6,9, 10	Designing your own group
2.1.10 (d) Evaluation	**APB 72** Use clinical evaluation of the process and/or outcomes to develop best practice interventions for a range of bio-psycho-social-spiritual conditions	4	14	Group Analysis

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. **(APB 48, 49, 50)**

7. Articulate the impact of group structure and diverse membership on group work practice including race, ethnicity, age, gender, social class, sexual orientation. **(APB 52, 53, 54)**

8. Clearly describe and critique your own growth and development as a group worker and participant in the context of social work groups.

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. . **(APB69, APB70, APB71, APB72)**

10. Apply ethical judgment in addressing dilemmas unique to group work in community-based clinical practice. **(APB45, APB46, APB47)**

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. Below is a list of the Educational Policies (EP) and Advanced Practice Behaviors (PB) that are assessed within this specific course. The complete EPAS can be found in your Student Handbook.

LEARNING METHODS

Course objectives will be achieved through a variety of methods:
1. Lectures & Power Point presentations
2. Class discussions and exercises
3. Role play
4. Videotapes
5. Student presentations

REQUIRED TEXTS
1. Shulman, L. (2011). *Dynamics and skills of group counseling.* Belmont, CA: Brooks/Cole.

2. Steinberg, D.M. (2014). *A mutual-aid model for social work with groups.* NY: Routledge. **RECOMMENDED TEXT**

1. Gitterman, A. & Salmon, R. (Eds.). (2009). Encyclopedia *of social work with groups.* New York: Taylor & Francis.

LIBRARY RESOURCES
Students will be expected to utilize UCF library resources to search library databases for required readings. 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/
6. Consult with the librarian familiar with Social Work—Mr. Hal Mendolsohn

The UCF Libraries has a full array of paper and electronic resources available for students and their research needs.

In addition to paper copies of books and journals, UCF students have the ability to 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 http://library.ucf.edu/. The Ask A Librarian 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 http://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 http://library.ucf.edu/Reference/Videos/Default.asp. Research Guides for different majors, that list books, journals, databases, and web sites have been developed and are available in electronic format at http://library.ucf.edu/Reference/Guides/. Another service to help students conduct library research is called Research Consultation. After a student has conducted his/her research and is in need of additional information, s/he can work with a librarian to locate material with the help of his/her expert searching capabilities. To set-up a Research Consultation, students can either come into the library and sign-up at the Reference Desk or call the library Reference Office at 407-823-5880. Finally, students are always encouraged 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.

ASSIGNMENTS AND POINTS

Group observation (Field-based): Students will prepare a brief summary (2 pages) about a group meeting that they have attended in their field placement or another agency that provides group services. Five to ten minute in-class presentations are to describe the use of the group and are to include handouts about the group (including meeting times, locations, etc.). [**10 points**] **APB 52, 53, 54, 57, 58, 59, 69, 70**

Group analysis: Students will analyze the lab group that they are participating in during class. Students may have been a group worker, member, or both. Examine and analyze the group experience, focusing on at least five areas (i.e., composition, leadership styles, stages of group development, member roles, group conflict, diversity, mutual aid examples, norms, etc.) 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 four (4) references. [**30 points**] **APB 45, 46, 47, 48, 49, 50, 58, 59, 64, 65, 66,67,68,72**

Designing Your Own Group: 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; theories and techniques to be used; and leadership skills. In addition, you will provide your own theory of group work that discusses elements of group behavior, elements of member behavior and elements of therapist behavior. You must use a minimum of seven (7) references other than the textbooks. The assignment must be in APA format, and typed. The assignment is to be a minimum of 8-10 pages in length (not including title page or reference page). [**40 points**] **APB 45, 46, 47, 48, 49, 50**

Group presentation: 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, etc.) can be used in a group practice in this area; and 5) a group role play that illustrates techniques/models discussed in the presentation. The groups will meet in class and outside of class, as needed. Each group will give a presentation to the entire class. **Presentations are to be creative and**

interesting and should include a 10-15 minute group role-play, handouts and bibliography. Students will receive a group grade for the presentations [20 points]. APB 42, 43, 44

GRADING SCALE

A	95 - 100	B-	80 – 83	D+	67 - 69
A-	90 - 94	C+	77 – 79	D	64 - 66
B+	87 - 89	C	74 – 76	D-	60 - 63
B	84 - 86	C-	70 – 73	F	59 or less

POLICIES
In addition to the information below, the student should become familiar with School of Work Student Handbook and The Golden Rule Handbook for UCF Students. All policies included in these handbooks apply to this class.

Modification of Syllabus
This syllabus may be modified at the discretion of the instructor. Changes will be discussed with students in class and/or via email. It is the student's responsibility to ensure that the student's email address is current in eCommunity.

Cell phones and recorders

- Students are asked to turn off cell phones during class sessions.

- Permission to audiotape a class meeting(s) must be obtained from the instructor in advance.

- 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.

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 support seeking.

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. Students must be prepared for class (i.e., complete readings and other assignments *prior* to class). Furthermore, make-up exams will be given **ONLY** in extreme circumstances. These circumstances include exceptional health EMERGENCIES (that require that the student bring in medical documentation), and the make-up exam will be an essay exam. Out-of-town vacations, trips, mild colds, and other similar

circumstances do not qualify as extreme. Students who have three (3) or more absences regardless of the reason will have their final grade lowered by one letter grade. The only exception to this is if the student has a **documented** extraordinary circumstance (student hospitalization; severe illness; death in the family; car accident) preventing the student from coming to class. In that case, the student must present written documentation to the instructor.

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

Written Assignments
Effective written communication skills are essential to professional social work practice. Thus, students are expected to present their ideas clearly and properly and to adhere to accepted standards of writing. *Grammar, punctuation, and spelling are to be correct in all written materials submitted and will be considered in grading written assignments.* All written assignments must be typed in a 12-font print, and all margins must be one inch. The cover page of a paper is not considered to be a page of text. Work not conforming to these standards or demonstrating serious deficiencies in common English usage will be returned ungraded. When required, references should be included in the APA documentation style. Students are encouraged to use the University Writing Center (UWC) for assistance in preparing written assignments. The UWC is located in MOD 608 (near the Communications Building). UWC staff may be reached at (407) 823-2197 or http://www.uwc.ucf.edu/.

The assignments will emphasize the integration of interviewing, verbal, conceptualization and writing skills in practice. All assignments will be evaluated and graded on the following criteria.
1.   Appropriate use of APA writing style.
2.   Adequate number of references cited.
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.

Late Assignments
All assignments must be turned in to the instructor at the beginning of the class period or delivered to the instructor's mailbox *before class starts on the due date*. No assignments will be accepted by fax or email unless the instructor has given explicit prior approval. *Late assignments will lose a full letter grade for each week that they are late 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
In exceptional circumstances, an incomplete grade may be given per School and University policies. Individual arrangements must be made with the instructor for the completion of the course requirements, but in no case will the date set extend beyond 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.

Academic Integrity/Plagiarism
Social workers must demonstrate high standards of integrity. Every student is expected to do his or her own work and all of the work produced will be expected to be completed in its entirety by the student who turns it in. Cheating and plagiarism will not be tolerated. Any acts of plagiarism, *including not*

acknowledging sources of information appropriately 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 found to have cheated or plagiarized will receive no credit for the exam or assignment, receive a failing grade for the course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.). Students who observe others violate this policy are expected to report this to the instructor.

Plagiarism and Cheating of any kind on an examination, quiz, or assignment will result in an "F" for that assignment, the student may also receive an "F" for the entire course and may be subject to appropriate referral to the Office of Student Conduct for further action. (See the UCF Golden Rule for further information.) It is assumed for this course that students will adhere to the academic creed of the University and will maintain the highest standards of academic integrity. In other words, don't cheat by giving answers to others or taking them from anyone else. 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

Disability Access Statement
The University of Central Florida is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students with disabilities who need accommodations in this course must contact the instructor at the beginning of the semester to discuss needed accommodations. No accommodations will be provided until the student has met with the professor to request accommodations. Students who need accommodations must be registered with Student Accessibility Services, Ferrell Commons Room 185, phone (407) 823-2371, TTY/TDD only phone (407) 823-2116, before requesting accommodations from the professor.

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.

Course Outline

Important Dates:

   Group Observation Due – September 21, 2015
   Group Analysis Due – November 2, 2015

Final Paper Due – November 23, 2015
Group Presentations and Role Plays Due – November 30 and December 7, 2015

Week 1: Introduction to Social Group Work –

Content:
1. Orientation to the course
2. Introduction to Group Lab 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.   Shulman, L. (2011).   *Dynamics and skills of group counseling*; Chapter 1 and Chapter

        13.

2.   Northen, H.(2004). Ethics and values in group work. In Garvin, Gutierrez & Galinsky

        (Eds.),

                Handbook of social work with groups (pp. 76-89). New York: The Guilford

                Press.

3.   Schwartz, W. (2005). The group work tradition and social work practice. *Social Work*

        with

                Groups, 28(3/4).

4.   *Standards for Social Work Practice with Groups (2010).* www.iaswg.org

Week 2: The Dynamics of Mutual Aid

Content:
1.   The Dynamics of Mutual Aid
2.   Obstacles to Mutual Aid
3.   The Role of the Group Worker

Classroom Lab Group 1

Readings:

1.   Shulman, L. (2011).   *Dynamics and skills of group counseling*: Chapter 2.

2.   Steinberg, D.M. (2014).   The mutual-aid model of social work with groups: Chapter 1.

Week 3: The Preliminary Phase with Groups

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

Readings:

1.   Shulman, L. (2011). Dynamics *and skills of group counseling*: Chapter 3.

2.   Kurland, R. (2005). Planning: The neglected component of group development. *Social Work with   Groups,* 28(3/4).

3.   Steinberg, D.M. (2014). Pre-group planning with mutual aid in mind: Chapters 3 and 4.

Classroom Lab Group 2

Week 4: The Beginning Phase with Groups

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.   Shulman, L. (2011). Dynamics and skills of group counseling: Chapter 4.
2.   Steinberg, D.M. (2014). Early group goals and norms: Chapter 5.

Classroom Lab Group 3

Week 5: The Middle Phase with Groups

Content:
1.   Interventions in the Middle Stages of the Group

2.   Skills in the Middle Phase
3.   Member Roles

Readings:
1.   Shulman, L. (2011). Dynamics and skills of group counseling: Chapter 6; Chapter 7

Classroom Lab Group 4

Week 6: Stages of Group Development

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.   Shulman, L. (2011). Dynamics and skills of group counseling: Chapter 8.

2.   Bartolomeo, F. (2009). Boston Model. In A. Gitterman, & R. Salmon, Encyclopedia *of*

     social work   with groups (pp. 103-105).

3.   Schiller, L.Y. (2009). Relational Model. In A. Gitterman, A. & R. Salmon, (Eds.).

     Encyclopedia of   social work with groups (pp106-108).

Classroom Lab Group 5

Week 7: Mutual Aid Model and Group Work
Content:
   1. The Why of Mutual Aid
   2. Challenges to Mutual Aid Practice
   3. Identifying Skills

Readings:
        1. Steinberg, D.M. (2014). Chapter 7. Individual problem solving with

           mutual aid in mind

        2. Steinberg, D.M. (2014). Chapter 2. The nine dynamics of mutual aid and

           their implications for practice

3. 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).

Classroom Lab Group 6

Week 8:   Group Work vs. Casework in a Group

Content:
1. Expecting and unfolding relationships
2. Group work versus casework in a group
3. Implications for practice in groups

Readings:
1. Steinberg , D.M. (2014). Chapter 6. Mutual Aid, "Time and Place" and the role of the worker

2. Kurland, R. & Salmon, R. (2005). Group work vs. casework in a group. *Social Work with Groups,*   28(3/4).

Classroom Lab Group 7

Week 9: Group Conflict and Mutual Aid

Content:
1. The role of authority in mutual aid groups
2. Assessing the impact of conflict
3. Maintaining mutual aid during conflict
4. Diversity and group work practice

Readings:
1. Steinberg, D.M. (2014). Chapter 8. Mutual aid and authority

2. Steinberg, D.M. (2014). Chapter 9. The role of conflict in a mutual aid system

3. Shulman, L. (2011).   Chapter 11. The impact of diversity on group practice

Classroom Lab Group 8

Week 10: Mutual Aid in Short-Term Groups, open-ended groups and very large groups

Content:
1. Mutual Aid in single-session groups

2.   Mutual Aid in short-term practice
3.   The relationship between purpose and mutual aid in open-ended groups
4.   Authority, mutual aid, and open-ended mutual-aid practice
5.   Setting the stage for mutual aid in very large groups
6.   Catalyzing mutual aid in very large groups

Readings:
1.   Steinberg, D.M. (2014). Chapter 10. Mutual Aid practice with single session groups

2.   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

Classroom Lab Group 9

  Week 11: Endings Phase in Groups

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.   Shulman, L. (2011). Dynamics *and skills of group counseling*. Chapter 9.   Endings and

           Transitions with Groups

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).

Classroom Lab Group 10

  Week 12: Cognitive-Behavioral Model, Empowerment Model, and Feminist Practice
Content:
     1. Key concepts
     2. Implications for practice with groups

Readings:

1.   Shulman, L. (2011). *Dynamics and skills of group counseling*. Chapter 12, Models of

       Group Counseling

2.   Magen, R. (2009). Cognitive Behavioral Model.   In A. Gitterman & R. Salmon (Eds):

Encyclopedia of   social work with groups (pp. 45-47).

3.   Hudson, R. (2009).   Empowerment Model . In A. Gitterman & R. Salmon (Eds):

Encyclopedia of   social work with groups (pp. 47-50).

Classroom Lab Group 11

Week 13: Psychodynamic Model, Task-Centered Model, and Solution-Focused Practice
Content:
1. Key concepts
2. Implications for practice with groups

Readings:
1.   Tosone, C. (2009). Psychodynamic Model. In A. Gitterman, & R. Salmon, (Eds.)

Encyclopedia of   social work with groups, (pp. 53-55).

2.   Garvin, C. (2009). Task-Centered Model. In A. Gitterman, & R. Salmon, (Eds.)

Encyclopedia of   social work with groups, (pp. 55-58).

Classroom Lab Group 12

Week 14: Evaluating Group Work Practice; Group Presentations and Role Plays

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,

(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: Group Presentations and Role Plays

Content:
1. **Review of semester**
2. **Student Feedback**

Bibliography

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     IL: F.E. Peacock Publishers, Inc.

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     development. *Social Work with Groups, 16*, 69-81.

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     social work groups. In S. Bernstein (Ed.) *Further explorations in group work.* Boston:
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     groups*. New York, NY: The Guilford Press.

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     life cycle.* New York: Columbia University Press.

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     Berman-Rossi & S. Palombo (Eds.), *Group work : Strategies for strengthening
     resiliency* (pp. 19-33). Binghamton, NY: Haworth Press.

Glisson, C.A., Dulmus, C.N., & Sowers, K.M. (2012). *Social work practice with groups,
     communities and organizations: Evidence-based assessments and interventions.* N.J.:
     John Wiley & Sons.

Greif, G.L., Ephross, P.H. (2010). *Group work with populations at risk*. N.Y.: Oxford
     University Press.

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.

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

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