

**YESHIVA UNIVERSITY
WURZWEILER SCHOOL OF SOCIAL WORK**

**SOCIAL GROUP WORK II
SWK 6024
SPRING 2017**

COURSE DESCRIPTION

The course is a continuation of Social Group Work I and focuses on the students' development of practice skills in relation to theoretical constructs. Students will be able to demonstrate the use of group work skill to move the group process toward successful conclusion. Students will apply differing group models in a variety of settings and with diverse populations. All learning will include attention to the importance of values and ethics in group work practice. Students will also learn the principles of consultation for the development of group services for social work agencies. The course is integrated with field practice through case presentations, group simulations and class discussion.

I. COURSE COMPETENCY OUTCOMES

This course will help students achieve the following competencies:

Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

MEASURE 6A - Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies. Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies. Social workers develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and social workers select appropriate intervention.

MEASURE 7A – Collect, organize, and interpret client data.

Competency 8 –Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of interprofessional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, interprofessional, and inter-organizational collaboration.

Social workers critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies. Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies. Social workers use inter-professional collaboration as appropriate to achieve beneficial practice outcomes, negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and, social workers facilitate effective transitions and endings that advance mutually agreed-on goals.

MEASURE 8A – Help clients resolve problems.

Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers select and use appropriate methods for evaluation of outcomes. Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. Social workers critically analyze, monitor, and evaluate intervention and program processes and outcomes; and social workers apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

MEASURE 9A – Analyze, monitor and evaluate interventions.

II. INSTRUCTIONAL METHODS

Learning will occur through a variety of experiences and methods such as lecture, class discussion, role plays, and presentations from field experience

III. COURSE EXPECTATIONS AND GRADING

Students are expected to attend all classes and to be on time. Class participation is important and there is an expectation that students will do the required reading specified under each course unit. Grades are largely based on assignments. Each assignment will be weighted as follows: 45% each for both assignments and 10% for class participation, attendance and completion of assignments on time. Grades are largely based primarily on written assignments.

Texts for the Course

- Middleman, R., & Wood, G. (1990). *Skills for direct practice in social work*. New York: Columbia University Press.
ISBN: 0231055099 \$36.00
- Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press.
ISBN: 9780231116329 \$65.00
- Shulman, L. (2011). *The skills of helping individuals, families, groups and communities* (7th ed.). Belmont, CA: Wadsworth Publishing Co.
ISBN: 9780495506089 \$122.02

Recommended Text

- Gitterman A., & Shulman L. (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle*. (3rd ed.). New York: Columbia University Press. ISBN: 0231128843 \$90.00
- Glassman, U. (2008). *Group work: A humanistic and skills building approach* (2nd ed.). Los Angeles, CA: Sage Publications. ISBN-13: 978-1412966634 \$59.00

Note: All required readings are on-line through electronic reserve (ERES). Your instructor will distribute the password and directions to access these readings.

IV. COURSE REQUIREMENTS

Assignment I – Due Session 8 - RECORD OF SERVICE

Through the assignment you are asked to identify a problem or theme experienced by a group with which you are working. You are also being asked to analyze your own practice with the group over time in relation to that problem/theme. Students are expected to draw upon knowledge from the research course to evaluate their practice.

Through the *Record of Service*, you are asked to identify a problem or theme experienced by a group with which you are working, or by an individual group member, and to analyze your own practice with the group over time in relation to that problem/theme.

Group problems may center around any of these four themes:

1. Group formation, i.e., helping members cope with the emotional problems of beginnings; helping the group define its purpose and contracting; promoting relationships between members, and perception of the worker.
2. Group structure, i.e., helping the group to make decisions, solve problems, improve communication, deal with sub-groups, roles, status and manage conflict.
3. Individual need satisfaction -- helping the group deal with themes that are shared by the group members around developmental or situational issues, i.e., adolescents' struggle for independence; role loss among the elderly, and the stigma attached of being mentally ill.
4. Group relationship to its environment, i.e., helping the group deal with difficulties with the sponsoring agency, outside organizations and with other groups or individuals outside the group's boundaries.

If your focus is with an individual member of the group, use the Record of Service to focus on the difficulty a group member may be having within the group or with another system, i.e., family, school, welfare or peer group.

For more examples, see:

Garfield, G.P., & Irizarry, C.R. (1971). The record of service: Describing social work practice, In W. Schwartz & S.R. Zalba, (Eds.). *The practice of group work* (pp. 241-265). New York: Columbia University Press.

Getzel, G. S., & Kurland, R. (1987). Teaching and learning the practice of social group work: Four curriculum tools, In *Social group work: Competence and values in practice*, J. Lassner, K. Powell, & E. Finnegan, (Eds.). Social group work: Competence and values in practice (pp. 35-50). New York: Haworth Press.

After you have identified the problem/theme to address in the Record of Service, you are to examine that problem by completing the following final sections:

1. How the problem came to your attention. Present all relevant data about the members involved and the group's development in regard to the problem or issue. Also, include the first process excerpts in which the problem arose.
2. Summary of work. Include excerpts of portions of the process over time in which the problem appeared and how you acted or did not act to handle it. Date the excerpts and include in chronological order. They may involve whole sessions and/or parts of group sessions over several weeks. All interventions you made are to be underlined and numbered. In brackets next to each intervention, identify and describe the skill involved.
3. Assessment. In this section, you are asked to critically and systematically examine your own intervention or lack of intervention in the process. Identify problems you have that frequently enter into your practice such as: difficulty in handling conflict, a need to be overly controlling, etc. Assess each of your numbered interventions.
4. Specific next steps. Discuss specifically what you need to do in regard to the problem under discussion in you future intervention with the total group, individual group members, with the agency, and/or with others outside the agency.
5. Conceptual framework. List useful concepts that illuminate your work in relation to the problem or issue you have discussed and briefly discuss at least two journal articles relevant to the material you have presented in the Record of Service.

ASSIGNMENT II—Due SESSION 14 -The Termination Stage In Group Development

This assignment measures:

- (1) **Competency #6:** Engage with Individuals, Families, Groups, Organizations, and Communities;
Indicator #6A – Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.
- (2) **Competency #7:** Assess Individuals, Families, Groups, Organizations, & Communities
Indicator #7A – Collect, organize and interpret client data.

- (3) **Competency #8:** Intervene with Individuals, Families, Groups, Organizations, & Communities
Indicator #8A – Help clients resolve problems.
- (4) **Competency #9:** Evaluate practice with Individuals, Families, Groups, Organizations, & Communities
Indicator #9A – Analyze, monitor, and evaluate interventions.

I. Guidelines for Completion of Assignment

- Select one group with which you are presently working.
- Describe all of the termination work done with the group you selected.

Include substantial excerpts from group process recordings to illustrate the practice. Critically assess each of your interventions.

- If aspects of the termination work have not occurred as yet, describe in detail what you plan to do and the theoretical basis for your practice.
- Readings. You are expected to read the articles on termination listed in the Course syllabus and refer to them in discussion of the assignment questions. Also, refer specifically to the Northen and Shulman texts.

II. Guidelines for Completion of Assignment

Groups experience termination differently according to group type, such as task vs. treatment, whether the group is short or long term and stage of group development at the time of termination and group population.

Throughout the assignment indicate how you think these and other variations affect your role and the termination experience for the group.

1. Discuss the following
2. Preparation for termination
3. Tuning in to member feelings
4. Tuning in to worker feelings
5. Timing the work of termination
6. Emotionality of ending
7. Range of member feelings positive and negative
8. Role of worker in handling member feelings
9. Expression of worker feeling
10. Recapitulation and evaluation
11. Issues and questions to be discussed.
12. Developmental issues that are relevant for the group in the termination stage.

13. Special role of worker in the termination stage.
14. Obstacles that interfere with the termination work.
15. Plan for closure with the group.

Answer each of above topics separately and include the title of the question.

V. Students with Disabilities

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, (646) 592-4132, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, (646)592-4280, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

VI. E-Reserves

What is eReserve?

eReserve (Electronic Reserve) is Yeshiva University's on-line web based system used to provide access to journal articles, book excerpts, and other course materials. Most articles listed in each syllabus are available on eReserve. You can access full text articles from your home or from a university computer.

How do I use eReserve?

1. Go to the library's online resources page: <http://www.yu.edu/libraries/>
2. Click on online resources.
3. Click on eReserves
4. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password (obtain this from the library).
5. In the 'search for Courses' box, type in the name of your course.
6. Click on the link to your course.
7. Enter the password given to you by your instructor (ALL UPPERCASE).
8. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.
9. When the article text or book record appears on the screen, you can print, email, or save it to disk.
10. If you have any problems, please contact - eres@yu.edu.

VII. PLAGIARISM:

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action, which may include expulsion.

VIII. HIPAA ALERT:

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, gender is directly related to the case presentation it can be included if it will not allow for identification.

IX. COURSE OUTLINE

UNIT I: INTRODUCTION (SESSION 1)

Competencies Covered: 6, 8

Learning Themes

This unit reviews the objectives for the class, course content, learning methods, course expectations, grading, and assignments. The unit will also review social group work's traditions, history, and influential leaders.

Required Reading

Gutman, C., & Shennar-Golan, V. (2012). Instilling the soul of group work in social work education. *Social Work with Groups*, 35(2), 138-149

Kleinmuntz, J. (2011). On becoming a group worker. *Social Work with Groups*, 34(3/4), 219-232.

Steinberg, D.M. (2006). The art, science, heart, and ethics of social group work: Lessons from a great teacher. *Social Work with Groups*, 29(2/3), 33-45.

Recommended Readings

Carey, L. (2016). Group work education: A call for renewed commitment. *Social Work with Groups*, 39(1), 48-61.

UNIT II: GROUP WORK IN MENTAL HEALTH (SESSIONS 2-4)

Competencies Covered: 6, 7, 8.

Learning Themes

This unit examines the relationship between group work and group psychotherapy, differences that characterize psychiatric group work from other models, group services to meet the needs of individuals with emotional and mental illness, and the role of the group worker in group therapy.

Required Readings

Bisson, J. I. (2003). Trauma-focused group psychotherapy is not effective for posttraumatic stress disorder in Vietnam veterans. *Evidence-Based Mental Health*, 6(4), 124-125.

- Emond, S., & Rasmussen, B. (2012). The status of psychiatric inpatient group therapy: Past, present, and future. *Social Work with Groups*, 35(1), 68-91.
- Garvin, C. (1992). A task centered group approach to work with the chronically mentally ill. In J. Garland, (Ed.), *Group work reaching out: People, places and power*, (pp. 67-80). New York: Haworth Press.
- Hyde, B. (2013). Group work: Social work leading the way to recovery-focused mental health practice. *Social Work with Groups*, 36(1), 43-58.
- Kelly, T.B. (1999). Mutual aid groups with mentally ill older adults. *Social Work with Groups*, 21(4), 63-80.
- Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work*, 51(1), 20-31.
- Miller, R., & Mason S.E. (1998). Group work with first episode schizophrenia clients. *Social Work with Groups*, 21(1/2), 19-33.

Recommended Readings

- Albert, A. (1994). Rethinking difference: A cognitive therapy group for chronic mental patients. *Social Work with Groups*, 17(1/2), 105-121.
- Comblin, L. M., Stone, W. N., & Merritt, L. C. (1990). An adaptive approach to group therapy for the chronic patient. *Social Work with Groups*, 13(1), 53-65.
- Svavarsdottir, S., Olafsdottir, K., & Juliusdottir, S. (2012). Psychiatric group work in social skill training. *Social Work with Groups*, 35(2), 103-123.
- Thomas, H., & Caplan, T. (1999). Spinning the group process wheel: Effective facilitation techniques for motivating involuntary client groups. *Social Work with Groups*, 21(4). 3-21.

UNIT III: CULTURAL COMPETENCY AND DIVERSITY IN GROUP WORK PRACTICE (SESSIONS 5-7)

Competencies Covered: 6, 7, 8

Learning Themes

The unit addresses age, race, ethnicity, sexual orientation, religion, gender and trauma issues in contemporary group work practice. The role of group dynamics in multi-ethnic groups, the group workers role in ethnic and bicultural groups and managing cultural diversity in groups will also be explored.

Required Readings (You will be asked to select 3 from each subsection)

Race/Ethnicity/Language

- Brown, A., & Mistry, M.J. (2005). Group work with 'mixed membership' groups: Issues of race and gender. *Social Work with Groups*, 28(3), 133-148.
- Ludwig, K., Imperti, P., Rodriguez, R., & Torrens, A. (2006). Healing trauma and loss

through a community-based multi-family group. *Social Work with Groups*, 29(4), 45-59.

Malone, P. (2012). The impact of peer death on adolescent girls: An efficacy study of the adolescent grief and loss group. *Social Work with Groups*, 35(1) 35-49.

Sweifach, J. & LaPorte, H. (2007). A model for group work practice with ultra-Orthodox Jewish victims of domestic violence: A Qualitative study. *Social Work with Groups*, 30(3), 29-45.

Sweifach, J. (2009). Cross-cultural group work practice with African American and Jewish adolescents – JCC/READY. *Social Work with Groups*, 32(1/2), 109-124.

Waites, C. E. (1992). The tradition of group work and natural helping networks in the African American community. In D. A. Fike, & B. Rittner, (Eds.), *Working from strengths: The essence of group work* (pp. 220-235). Miami, FL: Center for Group Work Studies.

Recommended Readings:

Cochran, D. L. (1997). African-American fathers focus on the family: A group approach to increasing visibility in research. *Social Work with Groups*, 20 (3), 75-88.

Ludwig, K. (2003). The impact of the translation process of bilingual groups, *Social Work with Groups*, 26(3), 19-31.

Miller, D. B. (1997). Parenting against the odds: African-American parents in the child welfare system-a group approach. *Social Work with Groups* , 20(1), 5-17.

Saino, M. (2003). A new language for groups: Multilingual and multiethnic group work. *Social Work with Groups*, 26(1), 69-82.

Gender

Calhoun, G.B., Bartolomucci, C.L., & McLean, B.A. (2005). Building connections with female adolescent offenders. *Women & Therapy*, 28, 17-29.

Gitterman A., & Shulman L. (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle*. (3rd ed.). New York: Columbia University Press. (Chapter 11).

Hung, S. (2012). Empowerment groups for women migrating from China to Hong Kong. *Social Work with Groups*, 35(1) 4-17.

Levy, R. (2011). Core themes in a support group for spouses of breast cancer patients. *Social Work with Groups*, 34(2), 141-157.

Wood, S. (2007). The analysis of an innovative HIV-positive women's support group. *Social Work with Groups*, 30(3), 9-28.

Recommended Readings:

Edell, M. (1998). Replacing community: Establishing linkages for women living with HIV/AIDS - a group approach. *Social Work with Groups*, 21(3), 49-62.

Gottlieb, N., Burden, D., McCormick, R., & NiCarthy, G. (1983). The distinctive attributes of feminist groups. *Social Work with Groups*, 6(3/4) 81-93.

Home, A. M. (1991). Mobilizing women's strengths for social change: The group connection. *Social Work with Groups*, 14(3/4), 153-173.

Required Readings

Children/Adolescents

Cusicanqui, M., & Salmon, R. (2004). Seniors, small fry and song: A group work libretto of an intergenerational singing group. *Journal of Gerontological Social Work*, 44(1/2), 189-210.

Garrett, K. (2004). Use of groups in school social work group work and group processes. *Social Work with Groups*, 27(2/3), 75-92.

Irizarry, C., & Appel, Y. H. (1994). In double jeopardy: Preadolescents in the inner city. In A. Gitterman & L. Shulman (Eds.), *Mutual aid groups, vulnerable populations and the life cycle* (pp. 111-140). New York: Columbia University Press.

Malekoff, A. (2007). A flexible organizing framework for group work with adolescents. *Social Work with Groups*, 30(3), 85-102

McFerran-Skewes, K. (2004). Using songs with groups of teenagers: How does it work? *Social Work with Groups*, 27(2/3), 143-157.

Ruffolo, M.C., Kahn, M.T., & Evans, M.E. (2006). Developing a parent-professional team leadership model in group work: Work with families and children experiencing behavioral and emotional problems. *Social Work*, 51(1), 39-47.

Shen, I. (2003). Talking with adolescents about race and ethnicity: What a group worker needs. *Social Work with Groups*, 26(3), 61-76.

Recommended Readings

Malekoff, A. (2004). Strengths-Based Group Work with Children and Adolescent. In C. Garvin, L. Gutierrez, and M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 93-110). New York: The Guilford Press.

Rose, S.D. (1985). Time-limited treatment groups for children. *Social Work with Groups*, 8(2), 17-27.

Woke, B.V. (2000). The power of group work with youth: Creating activists of the future. *Social Work with Groups*, 22(4), 3-13.

Trauma Survivors

Required Readings

- Clemans, S.E. (2004). Recognizing vicarious traumatization: A single session group model for trauma workers. *Social work with Groups*, 27(2/3), 55-74.
- Clemans, S.E. (2005). A feminist group for women rape survivors. *Social Work with Groups*, 28(2), 59-75.
- David, P. (2002). Aging survivors of the Holocaust: Unique needs, responses, and long-term group work approaches. *Journal of Social Work in Long Term Care*, 1(3), 73-89.
- Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work*, 51(1), 20-30.
- Landrum, S. (2016). Enhancing recovery from trauma: Facilitating a mindfulness skills group on a department of veterans affairs inpatient PTSD unit. *Social Work with Groups*, 39(1), 35-47.
- Ludwig, K., Imperti, P., Rodriguez, R., & Torrens, A. (2006). Healing trauma and loss through a community-based multi-family group. *Social Work with Groups*, 29(4), 45-59.
- Powell, T., & Blanchet-Cohen, N. (2014). The journey of hope: A group work intervention with children who have experienced a collective trauma. *Social Work with Groups*, 37(4), 297-313
- Roe-Sepowitz, D., Pate, K.N. Bedard, L.E. & Greenwald, M. (2009). A trauma-based group Intervention for incarcerated girls. *Social Work with groups*, 32(4), 330-341.

Recommended Readings

- Brooke, H. (2001). Essentials of play therapy with abused children. *Journal of Interpersonal Violence*, 16(3), 284.
- Ludwig, K., Imperti, P., Rodriguez, R., & Torrens, A. (2006). Healing trauma and loss through a community-based multi-family group. *Social Work with Groups*, 29(4), 45-59.

Gay/Lesbian/Bisexual/Transgender People

Required Readings

- Ball, S. (1994). A group model for gay and lesbian clients with chronic mental illness. *Social Work*, 39(1), pp.109-115.
- Getzel, G. (1998). Group work practice with gay men and lesbians. In G. Mallon (Ed.), *Foundations of social work practice with lesbian and gay persons*. Washington, DC: American Psychiatric Press.
- Van Voorhis, R., & Wagner, M. (2001). Coverage of gay and lesbian subject matter in

social work journals. *Journal of Social Work Education*, 37(1), 147-160.

Recommended Readings

Ball, S. (1994). A group model for gay and lesbian clients with chronic mental illness. *Social Work*, 39(1), 109-115.

DeLois, K., & Cohen, M.B. (2000). A queer idea: Using group work principles to strengthen learning in a sexual minorities seminar. *Social Work with Groups*, 23(3), 53-67.

UNIT IV: SOCIAL GROUP WORK IN COMMUNITY & NEIGHBORHOOD SETTINGS (SESSIONS 8-9)

Competencies covered: 6, 7, 8.

Learning Themes

Covered are the opportunities for social group work in such settings as Jewish Community Centers, Settlement Houses, Camps and Schools. The decline of group work and the need for a revival of group work in community settings is addressed. A developmental model of social group work is examined.

Required Readings

Bergart, A., & Clements, J. (2015). Going to camp together: Lighting the group work fire in a new generation. *Social Work with Groups*, 38(1), 21-43.

Cohen, M.B., & Mullender, A. (2005). The personal in the political: Exploring the group work continuum from individual to social change goals. *Social Work with Groups*, 28(3), 187-204.

Collins, L. (2006). The meaning of camp and social group work principles. *Social Work with Groups*, 29(2/3), 133-148.

Dudziak, S., & Profitt, N. (2012). Group work and social justice: Designing pedagogy for social change. *Social Work with Groups*, 35(3), 235-252.

Gitterman A., & Shulman L. (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle*. (3rd ed.). New York: Columbia University Press. (Chapter 7).

Miller, J. K., & Onserud, H. F., (1995). A community center model for current urban needs. In R. Kurland & R. Salmon (Eds.) *Group work practice in a troubled society: Problems and opportunities* (pp 203-216). New York: Haworth Press.

Staples, L. (2012). Community organizing for social justice: Grassroots groups for power. *Social Work with Groups*, 35(3), 287-296.

Recommended Readings:

Birnbaum, M.L., & Pine, B. (1997). Reviving group work in Jewish Community Centers.

Journal of Jewish Communal Service, 73(4), 268-277.

Goodman, H. (1997). Social group work in community corrections. *Social Work with Groups*, 20(1), 51-63.

Ramey, J. H. (1992). Group work practice in neighborhood centers today. In J. Garland, (Ed.), *Group work reaching out: People places and power* (pp. 193-206). New York: Haworth Press.

Rhudy, L. R. (1983). Four aspects of the development model of social group work as applied to groups in a Jewish community center setting. In N. N. Goroff, (Ed.), *Reading from the field: From practice to principle*, (pp. 625-644). Vol.2. Hebron, CT: The Practitioners Press.

Sweifach, J. (1998). The JCC teen worker: A model for professional practice. *Journal of Jewish Communal Service*, 74(4), 280-285.

Weiland, K., Zafran, M., & Brooks, L. (1988). Friendship camp: A model for therapeutic summer group work. In M. Leiderman, M. L. Birnbaum, & B. Dazzo, (Eds.). *Roots and new frontiers in social group work* (pp. 51-61). New York: Haworth Press.

UNIT V: SPECIFIC TYPES OF GROUPS: TASK ORIENTED GROUPS, SUPERVISION GROUPS, SINGLE SESSION GROUPS, OPEN-ENDED GROUPS (SESSIONS 10 - 11)

Competencies covered: 6, 7, 8.

Learning Themes

The unit covers a typology of task groups including social action groups, the importance of member roles in task groups, a balance between task and socio-emotional functions, problem solving and decision making, training members for leadership responsibilities and the role of the worker in this model of group work.

Supervision Groups

Required Readings

Bogo, M., Globerman, J., & Sussman, T. (2004). Field instructor competence in group supervision: Students' views. *Journal of Teaching in Social Work*, 24 (1/2), 199-216.

Bogo, M., Globerman, J., & Sussman, T. (2004a). The field instructor as group worker: Managing trust and competition in group supervision. *Journal of Social Work Education*, 40(1), 13-26.

Clemans, S.E. (2008). Dilemmas in creating an intern/field instructor supervision group in a school-based health program: Thoughts on role and authority. *Social Work with Groups*, 31(2), 137-152.

Schreiber, J., & O'Brien, K. (2015). Training and supervision of counselors at a residential grief camp. *Social Work with Groups*, 38(1), 56-67.

Recommended Readings

Shulman, L., & Goldstein, S. (1992). *Interactional supervision*. Washington DC: National Association of Social Workers Press. (Chapters 2-3).

Sulman, J., Savage, D., Vrooman, P., & McGillivray, M. (2004). Social group work: Building a professional collective of hospital social workers. *Social Work in Health Care*, 39(3/4), 284-307.

Walter, C.A., & Young, T.M. (1999). Combining individual and group supervision in educating for the social work profession. *The Clinical Supervisor*, 18(2), 73-89.

Open-ended Groups

Required Reading

Foreman, T., Willis, L., & Goodenough, B. (2005). Hospital-based support groups for parents of seriously unwell children: An example from pediatric oncology. *Social Work with Groups*, 28(2), 3-21.

Schopler, J.H., & Galinsky, M.J. (2005). Meeting practice needs: Conceptualizing the open-ended group. *Social Work with Groups*, 28(3), 69-89.

Turner, H. (2011). Concepts for effective facilitation of open groups. *Social Work with Groups*, 34(3/4), 246-256.

Recommended Reading

Schopler, J.H., & Galinsky, M.J. (1989). Developmental patterns in open-ended groups. *Social Work with Groups*, 12(2), 99-114.

UNIT VI: THE DEVELOPMENT OF GROUP WORK SERVICES (SESSION 12)

Competencies covered: 6, 7, 8.

Learning Themes

Group Work is an essential component of comprehensive social work services within an agency. Despite the importance of group work, many agencies do not have a group work service. The roles and functions of the consultant in working with agencies and staff to develop group services is covered.

Required Readings

Birnbaum, M. L. (1987). A model for in-service training with professional staff in work with groups. *Social Work with Groups*, 10(4), 111-125.

Brown, A. (1988). Consultation for group workers: Models and methods. *Social Work with Groups*, 11(1/2), 145-163.

Cohen, M.B. (1994). Who wants to chair the meeting? Group development and leadership patterns in a community action group of homeless people. *Social Work with Groups*, 17(1/2), 71-86.

Weiler, B., Huang, J., & Cherubin, S. (2015). Applying evidence-based practice in group work at an alternative high school. *Social Work with Groups*, 38(2), 122-135.

Recommended Readings

Bennett, L. (1979). Group services for COPD out-patients. *Social Work with Groups*, 2(2), 145-160.

Birnbaum, M.L., Catalina, J., Nisinzweig, S., & Abrams, V. (1989). Institutionalization of a group service in an individual oriented agency. *Social Casework*, 70(8), 495-501.

Dane, B.O. & Simon, B.L. (1991). Resident guests: Social workers in host settings. *Social Work*, 36(3), 208-213.

Gitterman, A. (1994). Developing a new group service: Strategies and skills. *Mutual aid groups, vulnerable populations, and the life cycle*. In A. Gitterman and L. Shulman (Eds.), New York: Columbia University Press. (Chapter 3).

UNIT VII: SEPARATION, TERMINATION, TRANSITION (SESSIONS 13 -14).

Competencies Covered: 6, 7, 8, 9

Learning Themes

This section deals with the termination stage of group development. It focuses on group characteristics, reaction of worker and members to termination, variation in group reaction to termination according to group structure and type, and role of the worker in the termination process.

Required Readings

Brandler, S., & Roman, C. P. (1999). *Group work: Skills and strategies for effective interventions*. New York: Haworth Press, Inc. (Chapter 4).

Greenfield, L.,W., & Rothman, B. (1987). Termination or transformation? Evolving beyond termination in groups. In V. Lassner, K. Powell, and E. Finnegan (Eds.). *Social group work: competence and values in practice* (pp. 51-65). New York: Haworth Press.

Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. (Chapter 1).

Pudil, J. (2006). I'm gone when you're gone: How a group can survive when it's leader takes a leave of absence. *Social Work with Groups*, 29(2/3), 217-233.

Roman, C.P. (2006). A worker's personal grief and its impact on processing a group's

termination. *Social Work with Groups*, 29(2), 235-242.

Shulman, L. (2005). *The skills of helping individuals, families, groups and communities* (5th ed.). Belmont, CA: Wadsworth Publishing Co. (Chapter 13).

Toseland, R.W., & Rivas, R.F. (2005). *Introduction to group work practice* (5th ed.). New York: Allyn & Bacon. (Chapter 14).

Recommended Readings

Garvin, C.D. (1997). *Contemporary group work*. Boston: Allyn and Bacon. (pp. 208-211).

Wayne, J., & Avery, N. (1979). Activities as a tool for group termination. *Social Work*, 24(1), 58-62.