YESHIVA UNIVERSITY WURZWEILER SCHOOL OF SOCIAL WORK

SOCIAL GROUP WORK I SWK 6023
FALL 2019

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COURSE DESCRIPTION

Social Group Work I, a second year, clinical practice course, is designed to educate the student for responsible social work practice with particular competence in the social group work method. It builds upon the knowledge and skills acquired in first year Foundations practice course, and on liberal arts content acquired in undergraduate Psychology and Sociology courses.

The social group work specialization provides students with the knowledge base to develop individual cognitive and behavioral change through small groups. Prevention and rehabilitative practice approaches are taught for dealing with individual social and psychological problems. Emphasis is also on using the group work method for enhancing normal individual growth and development in community and school settings. A major emphasis in the sequence is development of the professional self to assure the evolution of disciplined practice based on purpose, sanction, knowledge, values and skills.

The course is integrated with field learning through case presentations, group simulations and class discussion. Field practice is in a variety of clinical and community settings, such as mental health clinics, substance abuse facilities, hospitals, child welfare agencies, homeless shelters, domestic violence programs, community centers, public schools and settlement houses.

I. **COURSE COMPETENCIES**
This course addresses Council on Social Work Education Competencies #6, #7, #8, and #9.

Competency #6 is measured with student outcome data.

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; and

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.

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 inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, 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.

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.

II. **COURSE COMPETENCY OUTCOMES** Competency #6 is measured with student outcome data.

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

Social workers use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency #6 Measure

Competency Indicator 6A

Substantively and affectively prepare for action with groups.

II. INSTRUCTIONAL METHODS

Learning will occur through a variety of experiences and methods such as lecture, class discussion, experiential exercises, 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: 35% for logs, 40% for final assignment and 25% for class participation, attendance and completion of assignments on time. Grades are largely based primarily on written assignments.

Texts for the Course

Required:

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

- Glassman, U. (2008). *Group work: A humanistic and skills building approach* (2nd ed.). Los Angeles, CA: Sage Publications. .

Recommended:

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

- Malekoff, Andrew (2014). *Group work with adolescents: Principles and practice. 3nd Edition.* Gilford Press.

Note: All required readings are on-line through electronic reserve (ERES). Your instructor will distribute the password and directions to access these readings. Additionally additional course content and assignments will be on CANVAS.

IV. COURSE REQUIREMENTS

Assignment I: The Group Work Log. Due sessions 3, 8, & 13

Create a log in which you will include your ongoing reactions to class discussion, required course readings and field work experiences. Write your entries at least weekly throughout the semester and date each entry. Logs will be submitted three times during the semester.

Here are some guidelines for the log:

- Each log should include discussion of key concepts from a required reading.

- Make connections between theories, concepts and ideas and your practice experiences.

- When you start an entry of your own experiences, consider testing them out against required readings or references from the bibliography.

- Formulate your own questions and ideas about classroom or field work content and express them even when you can only be tentative and speculative.

- Permit yourself to make mistakes and to express them in your writing.

- Logs will be read only by the instructor who will actively respond to your ideas and experiences with comments and questions. The log serves as a means for the instructor to get better acquainted with each student.

• The log assignment was adapted from: Kurland, R., & Salmon, R. (1998). *Teaching a methods course in social work with groups.* Alexandria, VA: Council on Social Work Education.

Assignment II: (final) Group Assessment -Due Class #14

The assessment is to be carried out with one group you are presently leading. It should include an analysis of group: purpose, social interaction; socio/emotional ties between the members; functional and dysfunctional roles of group members; norms that help or hinder the progress of the group; decision making processes; how the group deals with conflict, level of group cohesion and stage of group development.

The assessment should include examples to describe group processes. Individual group members should be referred to (anonymously), particularly in describing member roles and social interaction.

Reference should be made to the group work literature.

After you have concluded the assessment indicate what changes in group process are needed to better accomplish group purpose and goals.

Competency #6 –Engage with Individuals, Families, Groups, Organizations, and Communities Indicator 6A.
Substantively and affectively prepare for action with groups.

A detailed outline to guide the assessment is attached to this syllabus

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.

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)

Learning Themes
This unit covers: Course objectives, content, assignments and grading. As well as expectations for student learning, student interests and expectations, and Identification of the positive and negative effects of groups throughout life on the psychological and social development of the individual and upon society.

Required Readings

- Drumm, K. (2006). The essential power of group work. *Social Work with Groups, 29(2/3), 17-31.*

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

- Getzel, G. (2014) I am so glad that I am a group worker. *Social Work with Groups*,37*(4)*, 272-278

- Gutierrez, L. M., & Ortega, R. (1991). Developing methods to empower Latinos: The importance of groups. *Social Work with Groups, 14*(2), 23-43.

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

Recommended Readings

- Steinberg, D.M. (2004). *The mutual–aid approach to working with groups: Helping people to help each other* (2nd edition). New York: The Haworth Press. (Chapter 1).

- Toseland, R.W. & Rivas, R.F. (2005). *Introduction to group work practice* (5th ed.). New York: Allyn & Bacon. (Chapter 1).

Unit II. THE EVOLUTION OF GROUP WORK (SESSIONS 2 - 4)

Learning Themes
This unit covers the historical development of group work within the social work profession. We will examine humanistic values and democratic norms, focus on working with diverse populations, discuss major elements that characterize the group work method, and review the role of the social group worker.

Required Readings:

- Breton, M. (1990). Learning from social group work traditions. *Social Work with Groups, 13*(3), 21-34.

- Cohen, M., & Graybeal, C. (2007). Using solution-oriented techniques in mutual aid roups. *Social Work with Groups*, *30*(4), 41-58.

- Coyle, G. (1947). On becoming a professional. *Group experience and democratic values*. New York: The Women's Press. (pp. 81-97).

- Glassman, U. (2008). *Group work: A humanistic and skills building approach* (2nd ed.). Los Angeles, CA: Sage Publications. (Chapters 1 & 2).

- Kurland, R., & Salmon, R. (1992). Group work vs casework in a group: Principles and implications for teaching and practice. *Social Work with Groups, 15*(4), 3-14.

- Lee, J., & Swenson, C. (2005). Mutual aid: a buffer against risk. In A. Gitterman & L. Shulman (Eds.) *Mutual aid groups, vulnerable and resilient populations, and the life cycle* (3rd ed) (pp. 573-596). New York: Columbia University Press.

- Middleman, R. R., & Wood, G. G. (1990). From social group work to social work with groups. *Social Work with Groups, 13*(3), 3-20.

- Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. (Chapter 2 & 3).

- Papell, C. (2015). More than 60 years with social group work: Personal and professional history. *Social Work with Groups*,38*(3-4)*, 201-219

- Shulman, L. (2005b). Group work method. In A. Gitterman & L. Shulman (Eds.) *Mutual aid groups, vulnerable and resilient populations, and the life cycle* (3rd ed) (pp. 573-596). New York: Columbia University Press.

- Shulman, L. (2005). *The skills of helping individuals, families, groups and communities with infotrac* (5th ed.). Belmont, CA: Wadsworth Publishing Co. (Chapter 8).

- Steinberg, M. (2010). Mutual aid: A contribution to best-practice social work. *Social Work with Groups, 33*(1), 53-68

Recommended Readings

- Birnbaum, M.L., & Auerbach, C. (1994). Group work in graduate social work education: The price of neglect. *Journal of Social Work Education 30*(3), 325-335.

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

- Konopka, G. (1983). *Social group work: A helping process* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc. (1-31).

- Salmon, R., & Graziano, R. (2004). *Group work and aging*. New York: Haworth Press. (pp. 111-126).

Skolnik, S. (2017) Coming together: Factors that connect social workers to group work practice, *Social Work with Groups*, DOI: <u>10.1080/01609513.2017.1384948</u>

- Sweifach, J. (2014). Group work education today: A content analysis of MSW group work course syllabi. *Social Work with Groups*,37*(1)*, 8-22

- Toseland, R.W. & Rivas, R.F. (2005). *Introduction to group work practice* (5th ed.). New York: Allyn & Bacon. (Chapter 1).

Unit III. FORMING A GROUP IN AN AGENCY - (SESSIONS 4 - 5)

Learning Themes
Concepts related to the agency system and function will be reviewed. A focus will be placed on the purposes and diversity of groups in social work practice. The criteria for deciding when groups are the modality of choice in social work practice will be emphasized, as well as issues in working with the staff and agency administrative systems to implement group plans. Selecting the type of group based upon client needs will be reviewed.

Required Readings

- 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.

- Gitterman, A. (2005). Group formation: Tasks, methods and skills. In A. Gitterman & L. Shulman (Eds.) *Mutual aid groups, vulnerable and resilient populations, and the life cycle* (3rd ed) (pp. 73-110). New York: Columbia University Press.

- Kurland, R., & Salmon, R. (2006) Purpose: A misunderstood and misused keystone of group work practice. *Social Work with Groups, 29*(2/3), 105-120.

- Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. (Chapter 5 & 7).

- Shulman, L. (2005). *The skills of helping individuals, families, groups and communities* (5th ed.). Belmont, CA: Wadsworth Publishing Co. (Chapter 9).

Recommended Readings

- Goldberg, E.V., & Simpson, T. (1995). Challenging stereotypes in treatment of the homeless alcoholic and addict: Creating freedom through structure in large groups. *Social Work with Groups, 18*(2/3), 79-93.

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

- Toseland, R.W. & Rivas, R.F. (2005). *Introduction to group work practice* (5th ed.). New York: Allyn & Bacon. (Chapter 6).

Unit IV: GROUP COMPOSITION: SELECTION AND PREPARATION OF MEMBERS (SESSION 7)

Learning Themes

Principles that apply to group composition, emphasizing the differential process of assessment of individual members in socialization, treatment and task groups. Focus on how information on individuals is used and gathered. Content of group meetings and preparation of group members will be reviewed.

Required Readings

- Gitterman, A., & Wayne, J. (2003). Turning points in a group's life: Using high-tension moments to promote group purpose and mutual aid. *Social Work with Groups, 84*(3), 433- 440.

- Hannah, P.V. (2000). Preparing members for the expectations of social work with groups: An approach to the preparatory interview. *Social Work with Groups, 22*(4), 51-66.

- Lesser, J.G., O'Neill, M., Burke, K., Scanlon, P., Hollis, K., & Miller, R. (2004). Women supporting women: A mutual aid group fosters new connections among women in the middle. *Social Work with Groups, 27*(1), 75-88.

- Manov, O. (1986). The preliminary interview in social group work: Finding the spiral steps. *Social Work with Groups, 9*(2), 21-39.

- Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. (Chapter 6).

- Steinberg, D. (2004). *Mutual-aid approach to working with groups: Helping people help each other*. New York: Haworth Press.

Recommended Readings

• Bildes, D. G. (1990). Race, color, ethnicity, and class: Issues of biculturalism in school based adolescent counseling groups. *Social Work with Groups, 13*(4),43-58.

• Jagendorf, V., & Malekoff, A. (2000). Groups-on-the go: Spontaneous formed mutual aid groups for adolescents in distress. *Social Work with Groups, 22*(4), 15-32.

Unit V. GROUP DEVELOPMENT - (SESSION 8)

Learning Themes

Studies of group development, and models of group development will be reviewed with a focus on the variations in stages of development with diverse populations.

Required Readings

• Alverez, A., & Cabbil, L. (2001). The MELD program: Promoting personal change and social justice through a year-long multicultural group experience. *Social Work with Groups, 24*(1), 3-20.

• Garland, J., Jones, H. E., & Kolodny, R. (1976). A model for stages of development in social work groups. In S. Bernstein (Ed.), *Explorations in group work: Essays in theory in practice* (pp. 17-71). Boston: Charles River Books, Inc.

• Glassman, U. (2008). *Group work: A humanistic and skills building approach* (2nd ed.). Los Angeles, CA: Sage Publications. (Chapter 3).

• Middleman, R. (2005). The use of program: Review and update. *Social Work with Groups, 28*(3/4), 29-48.

• Rossi-Berman, T. (1993). The tasks and skills of the social worker across stages of group development. *Social Work with Groups, 16*(1/2), 69-81.

• Seck, M., & Helton, L. (2014). Faculty development of a joint MSW program using Tuckman's model of group development. *Social Work with Groups*,37 *(2)*, 158-168.

• Stevenson, S. (2007). Group work gets physical: Self-defense class and social work. *Social Work with Groups, 29*(2/3), 195-215.

• Wright, W. (2005). The use of purpose in on-going activity groups: A framework for maximizing the therapeutic impact. *Social Work with Groups, 28*(4), 205-227.

Recommended Readings

• Malekoff, A. (1994). What is going on in there? Question and response. *Social Work with Groups, 17*(1/2), 177-182.

• Schiller, L. Y. (1995). Stages of development in women's groups: A relational model. In R. Kurland & R. Salmon (Eds.), *Group work practice in a troubled society* (pp. 117-138). New York: Haworth Press.

• Schiller, L. Y. (1997). Rethinking stages of development in women's groups: Implications for practice. *Social Work with Groups, 20*(3), 117-138.

Unit VI. THE BEGINNING STAGE OF GROUP DEVELOPMENT (SESSIONS 9 - 10)

Learning Themes

Group characteristics in the beginning stage with a focus on the tasks to be accomplished, as well as the role of the worker, and the elements of contracting.

Required Readings
Birnbaum, M.L., Mason, S.E., Cicchetti, A. (2002). Impact of purposeful sessional endings on both the group and the practitioner. *Social Work with Groups, 25*(4), 3-19.

• Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. (Chapter 12 & 13).

• Rooney, R., & Chovanec, M. (2004). Involuntary groups. In C. Garvin, L. Gutierrez, and M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 212-226). New York: The Guilford Press.

• Shulman, L. (2005). *The skills of helping individuals, families, groups and communities with infotrac* (5th ed.). Belmont, CA: Wadsworth Publishing Co. (Chapters 10 & 11).

• Toseland, R.W. & Rivas, R.F. (2005). Introduction to group work practice (5th ed.). New York: Allyn & Bacon. (Chapter 6).

Recommended Readings

• Caplan, T., & Thomas, T. (2003). If this is week three we must be doing 'feelings': An essay on the importance of client-paced group work. *Social Work with Groups, 26*(3) 5-17.

- Ryan, D., & Doubleday, E. (1995). Group work: A lifeline for isolated elderly. *Social Work with Groups, 18*(2/3), 65-78.

- Solane, C. (2003). How Did We Get Here? The importance of sharing with members the reasons for a group's formation and the history of its development. *Social Work with Groups, 26*(2), 35-49.

Unit VII. THE MIDDLE STAGE – POWER & CONTROL - (SESSIONS 11 - 12)

Learning Themes

Group characteristics during the middle stage will be discussed. A focus will be placed on worker attitude toward group conflict, and the role of the worker during the conflict stage. Principles for working with group conflict will be reviewed, and the relevance of ethnic, gender and age factors within this stage will be discussed.

Required Readings

- Damant, D., Roy, V., Chbat, M., Bedard, A., & Lebosse, C. (2014). A mutual aid group for women who use violence. *Social Work with Groups, 37*(3), 198-212.

- Glassman, U. (2008). *Group work: A humanistic and skills building approach* (2nd ed.). Los Angeles, CA: Sage Publications. (pp.169-192).

- Hyde, B. (2013). Mutual aid group work: Social work leading the way to recovery-focused mental health practice. Social Work *with Groups,*36*(1)*, 43-88

- Kurland, R., & Salmon, R. (1997). When worker and member expectations collide : The dilemma of establishing group norms in conflictual situations. In A. Alissi & C.G. Corto

- Mergins, (Eds.), *Voices from the field: Group work responds* (pp. 43-53). New York: Haworth Press.

- Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. (Chapter 9).

- Reid, K. E. (1997). Conflict management in group treatment: Get out if my face, you S.O.B. In J. K. Perry (Ed.) *From prevention to wellness through group work* (pp. 61-75). New York: Haworth Press.

- Steinberg, D.M. (2004).*The mutual aid approach to working with groups: Helping people help one another* (2nd ed.)*.* Binghamton, NY: Haworth Press. (Chapter 1).

• Sweifach, J. (2015). Has group work education lost its social group work essence? A content analysis of MSW course syllabi in search of mutual aid and group conflict. *Journal of Teaching in Social Work, 35*(3). 279-295.

Recommended Readings

• Brown, A., & Mistrey, T. (1994). Group work with mixed membership groups: Issues of race and gender. *Social Work with Groups, 17*(3), 5-21.

• Hagen, B. (1983). Managing conflict in all-women groups. *Social Work with Groups, 6*(3/4), 95-104.

• Henry, S. (1992). *Group skills in social work: A four-dimensional approach*. Pacific Grove, CA: Brooks/Cole. (pp.127-159).

• Hickle, K. (2014). Putting the pieces back together: A group intervention for sexually exploited adolescent girls. *Social Work, 37*(2), 99-113.

• Mondros, J. B., Woodraw, R., & Weinstein, L. (1992). The use of groups to manage conflict. *Social Work with Groups, 15*(4), 43-57.

Unit VIII. MUTUALITY AND WORK (SESSION 13 - 14)

Learning Themes

The problem solving process will be explored. Creating a group assessment and working with individuals in the group will be discussed. The use of activities in a group will be emphasized.

Required Readings

• Fuchsel, C. (2014). Exploratory evaluation of si, yo puedo: A culturally competent empowerment program for immigrant Latina women in group settings. *Social Work with Groups, 37*(4), 279-296.

• Glassman, U. (2008). *Group work: A humanistic and skills building approach* (2nd ed.). Los Angeles, CA: Sage Publications. (Chapter 9).

• Malekoff, A. (1997). *Group work with adolescents: Principles and practice.* New York: Guilford (pp 146-165).

• Malekoff, A. (2016). Linear paths and circuitous detours in group work with adolescents. *Social Work with Groups*, *39*(1), 35-47.

- Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. (Chapter 11 & 4).

- Shulman, L. (2005). *The skills of helping individuals, families, groups and communities with infotrac* (5th ed.). Belmont, CA: Wadsworth Publishing Co. (Chapters 4, 11, & 12).

Recommended Readings

- Brown, L. N. (1991). *Groups for growth and change*. New York: Longman. (pp. 189-217).

- Getzel, G. S. (1983). Poetry writing groups and the elderly: A reconsideration of art and social group work. *Social Work with Groups, 6*(1), 65-76.

- Lynn M., & Nisivoccia, D. (1995). Activity-oriented group work with the mentally ill: Enhancing socialization. *Social Work with Groups, 18* (2/3), 95-106.

- Middleman, R. (2005). The use of program: Review and update. *Social Work with Groups*, *28*(3/4), 29-48.

- 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

- Wayne, J., & Weeks, K. K. (1984). Group work with abused adolescent girls: A special challenge. *Social Work with Groups, 7*(4), 83-104.

Outline for Group Assessment

The following concepts are useful in understanding how the group as a whole is functioning. The questions help to focus the assessment.

Group Purpose

Purpose expresses the common need problem or interest that brings the members together and how the group will be of help. It is a process of clarification that continues throughout group development.

1. Is the group purpose clear to the worker, agency and members?
2. Is there congruence between the worker and members' perception of group purpose?
3. Have the members shared their goals and expectations as part of the shaping of group purpose?

4. Does the group continue to refer to its purpose or has the purpose stated at the beginning, been forgotten?

Social Interaction

Through interaction the members influence each others attitudes and behavior and accomplish group goals.

1. Is there active participation by the members or is the discussion dominated by certain members?
2. Are the members communicating with one another or does the interaction tend to be between the members and the worker?
3. Do the members share their conscious thoughts and feelings about the group or do they avoid open and honest communication with the worker and one another?
4. Do the members listen to one another or are interruptions prevalent? If interruptions are occurring who interrupts whom?

Relationship

The positive and negative feelings the members have for one another affect the group process and the achievement of individual group goals.

1. Are members regarded favorably by the group or are there individuals who are rejected?
2. What factors influence the attraction and repulsion among member?
3. Do members recognize their interdependence and reach out to help one another?
4. Do members regard one another objectively or do stereotypes exist based on such characteristics as: race, religion, sexual orientation, gender, social class and appearance.

Roles

Members perform various informal and formal roles in their interaction with each other. Informal roles express individual and dual needs as well as the expectations of others while formal roles are designated positions related to the purpose and structure of the group.

1. What are the variety of informal roles performed by individual members?
2. Are the roles constructive for the individual in the role and for the group or are there roles that are destructive for the individual and the group?
3. Are any individuals stereotyped in their roles by the group so that it is hard to alter their role behavior?
4. Are there formal or informal roles needed by the group to achieve its goals that are not being performed?

Norms

Norms express standards of behavior to which the members of a group expect one another to meet. Norms differ from rules which are externally imposed on the group by the worker or agency. They develop from social interaction and provide stability and control. Norms may help or hinder the group. The following questions express humanistic values and democratic norms providing the foundation for the practice of social group work.

1. Does the group value the contributions of all of its members regardless of such factors as race, sexual orientation, class, ethnicity, age, gender?
2. Is there a norm for the inclusion of socially and culturally diverse individuals rather than for exclusion?
3. Does the group allow expression and experimentation with new ideas and behaviors?
4. Are member interactions based on caring and helping?
5. Do all members, rather than only a few, take responsibility for the group through collective decision making?

Conflict

Differences among the members are a natural part of the group process and essential for group development and change. The ways in which members recognize and manage conflict is crucial to group functioning and survival.

1. Does the group accept conflict as a group process that is beneficial as a means of resolving differences?
2. Does the group allow for a full-and open discussion of differences rather than prematurely seeking resolution?
3. Are the ideas and opinions of all group members solicited in the resolution of conflict?
4. Is there sufficient closure to insure that the conflict is satisfactorily resolved by the members?

Group Cohesion

Cohesion refers to the attraction the members have for one another, the worker and the group as an entity. The more cohesive the group the greater is its influence on the members. The following attributes are signs of group cohesion.

1. Regularity-of attendance and punctuality predominate, especially in groups in which membership is voluntary
2. Members feel that they belong, as evidenced by knowing who are members and differentiating themselves from nonmembers.
3. Members increase their expressions of "we" feelings, symbolizing identification of members with each other and with the group entity.
4. Relationships among members become accepting, interdependent, and intimate.
5. Members become highly invested in their participation in the content of the group experience.

6. Members express verbally their satisfaction with being a member of the group and with the way it operates.
7. The social climate is characterized by spontaneity, informality, and appropriate self-disclosure.

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