

**ADELPHI UNIVERSITY
SCHOOL OF SOCIAL WORK**

**Advanced Social Work Practice with Groups, Social Work 782
Fall, 2017, Dr. Carol S. Cohen, cohen5@adelphi.edu, 516-877-4427**

Course Description

Group work practice, an integral part of social work intervention, will be examined in depth with application to social work within an agency context. The course creates a link with the foundation practice courses taught in the first year, as well as content taught in the human behavior in the social environment, social policy, and research courses. Emphasis will be on addressing conceptual understanding, application, analytical and interactional skills necessary for group work practice. This course is taken in conjunction with field education, as a co-requisite, in order to facilitate the integration of classroom and field learning.

The course focuses on theories and methods of work with groups, and the use of groups with a wide range of populations, including groups related to staff and team relationships, prevention, social action, mutual aid, and treatment. An eclectic approach which builds competencies and integrates theory and practice is used. This course provides students with a perspective which considers the special qualities of group practice as an integrative part of intervention in various settings. The choice of group as intervention method is made by utilizing a broad-based or systems assessment and communication and ego psychological formations. Within the field of group practice the various group approaches of social group work, including task groups, psychodynamic and cognitive behavioral groups are addressed. The course includes the history of social work groups, different models of group practice, the stages of group development, the planning and formation of groups, leadership issues, the beginning through ending phases of group, and groups for vulnerable and specific populations. Throughout the course, the impact of racism, sexism, ageism, homophobia, and poverty in the provision of group services and in group dynamics, is explored. Identification and utilization of client strengths within the group are stressed.

Course Objectives

Content of this course contributes to students' mastery of the following practice behaviors, listed under the 2008 Educational Policy and Accreditation Standards (EPAS) of the Council on Social Work Education (CSWE):

Educational Policy 2.1.1: Identify oneself as a professional social worker and conduct oneself accordingly. Social workers:

- Demonstrate professional and differential use of self with clients **O1, O4**
- Develop and sustain working alliances and therapeutic relationships with clients **O9**
- Demonstrate self-reflection and self-assessment in the active use of supervision and consultation. **O1, O2**
- Readily identify as a social work professional and engage in preparation for career-long learning **O2, O9**

Educational Policy 2.1.2: Apply social work ethical principles to guide professional practice. Social workers:

- Demonstrate initiative in applying ethical reasoning for problem resolution O8
- Identify and use knowledge of relationship dynamics, including power differentials and personal biases, and how they affect practice O6, O9
- Apply ethical standards and decision-making frameworks to respond to dilemmas in models and levels of intervention, agency practices and environmental contexts. O8
- Identify and address the impact of changing organizations on client outcomes and service delivery. O2

Educational Policy 2.1.3: Apply critical thinking to inform and communicate professional judgments. Social workers:

- Collaborate with clients regarding assessment and intervention strategies, benefits, and consequences O1, O6
- Evaluate the strength and weaknesses of multiple theoretical perspectives and differentially apply them to client systems O4
- Differentially select and implement strategies for assessment & interventions using evidence based practice and best practice methods O7
- Communicate professional assessment to other social workers and to professionals from other disciplines in both verbal and written formats O2

Educational Policy 2.1.4: Engage diversity and difference in practice. Social workers:

- Research and apply knowledge of diverse populations to enhance client well-being O3, O4, O7
- Work effectively with diverse populations, using an understanding of how culture, power, privilege, policies and services impact them O3, O9

Educational Policy 2.1.5: Advance human rights and social and economic justice. Social workers:

- Use knowledge of the effects of oppression, discrimination, and historical trauma on client and client systems to guide interventions O8, O9
- Advocate at multiple levels for the advancement of human rights and social justice O2, O9

Educational Policy 2.1.6: Engage in research-informed practice and practice-informed research. Social workers:

- Use the EBP process to inform direct practice O7
- Use research methodology to evaluate practice processes and outcomes O1, O5

Educational Policy 2.1.7: Apply knowledge of human behavior and the social environment. Social workers:

- Draw from multiple sources, theories and models of human behavior and differentially apply these models to guide direct practice O3, O6

Educational Policy 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social workers:

- Address policies that challenge and/or support achievement of client goals O2, O9
- Communicate to stakeholders the implications of policies and policy change to the lives of clients O2, O9

Educational Policy 2.1.9: Respond to contexts that shape practice. Social workers:

- Assess obstacles in organization and community contexts that may thwart client and community well-being O2, O3, O9
- Identify policies that support or compromise service delivery to particular populations or settings, or across levels of direct intervention O2, O3

- Demonstrate organizational evaluation skills that enable assessment, correction and strengthening of organizational performance. O1, O2

Educational Policy 2.1.10(a)–(d) Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Social workers:

2.1.10(a)—Engagement

- Develop culturally responsive therapeutic relationships O3, O6
- Attend to the interpersonal dynamics and contextual factors that both strengthen and potentially threaten the working alliance O5, O6
- Establish a process that encourages clients to be equal participants in the establishment of treatment goals and expected outcomes O1, O6

2.1.10(b)—Assessment

- Select and modify appropriate intervention strategies based on continuous assessment O1, O5

2.1.10(c)—Intervention

- Identify multilevel strategies for clients, based on empirical evidence, clinical judgment, and client preference. O4, O7
- Collaborate with other professionals to coordinate service delivery O2, O9

2.1.10(d)—Evaluation Advanced Practice Behaviors

- Collaborating with clients, develop and implement plans for monitoring and evaluating interventions and client progress. O1, O2
- Competently document the process and progress of work done with or on behalf of clients and incorporate in future practice O2, O5, O8

Upon completion of course, students will demonstrate the following knowledge and application of skills in working with groups:

1. Planning, assessment, practice and evaluation of social work practice with groups.
2. Agency and organizational impact in developing groups, and the ability to apply negotiation skills including advocacy, mediation, interdisciplinary collaboration, and systems change efforts which will lead to provision of enhanced group services as an essential approach in various settings.
3. The impact of diversity i.e. ethnicity, race, religion/spirituality, gender, age, sexual orientation and other issues on group planning, assessment and intervention.
4. A range of theories and group practice models.
5. Dynamics and interventions appropriate to the beginning, middle and endings of groups.
6. Group dynamics and processes (including leadership and member roles) in planning and implementing interventions with groups.
7. Evidence-based and promising group interventions to identify and build client strengths.
8. Values and ethics specific to social work with groups, including those that impact and emerge through the group experience.
9. Social work role as agent of change, working on connections between group and community practice to promote social justice, equity, and enhance functioning and improve social conditions.

Required Texts:

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

Yalom, I. D. & Leszcz, M. (2005). *The theory and practice of group psychotherapy*. (5th Ed). New York: Basic Books.
(2017). *Adelphi University School of Social Work Field Education Manual*. Available at: www.adelphi.edu (social work field education)

Recommended Texts:

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

Availability of Readings:

Required and some recommended readings are available through the library either in hard copy or e-reserve. Some instructors may elect to order a Course Pak of readings for this course and/or may provide some readings through a Blackboard or Moodle site for the class.

Journals:

Groupwork
International Journal of Group Psychotherapy
Social Work with Groups

Websites:

www.iaswg.org International Association for Social Work with Groups (formerly ASWG.org)
www.eaps.org Eastern Group Psychotherapy Society

Student Assignments

Students will be required to complete assignments that will take the form of written papers, logs, or group presentations. This will give students the opportunity to demonstrate their level of mastery of the course content. Class participation in-class demonstrations and class discussions is expected.

Student Evaluation Criteria

Criteria used for evaluating students may include performance in such areas as: written assignments (including depth of content, clarity of content, accuracy, and research adequacy), exams, class participation, and attendance. Individual instructors will provide students with written notification regarding the specifics of how grades will be determined in each section of the course.

Exam Assignment Policy

Adelphi University welcomes diversity in its community, and respects various religious observances. The University requires that students who anticipate being absent due to their religious observance, will notify their professors at the start of the semester. This will allow the faculty to take these observances into consideration in light of their course exam and assignment schedules.

Plagiarism

Plagiarism occurs when one does not give credit to another person's ideas. It includes lifting paragraphs from a book, article, or the Internet, representing someone else's work as your own, and failing to acknowledge the ideas of another person. Plagiarism and other forms of academic dishonesty are serious offenses. Penalties for academic dishonesty may include failure for the assignment, failure for the course, and/or dismissal from the program.

Grading Criteria

Students are expected to attend all class sessions, complete reading assignments and written assignments as assigned. Active participation in class discussions and class activities is required. Students will be evaluated on the basis of the quality of their written and oral work as this demonstrates appropriate acquisition and application of social work practice skills in supervision and staff development. The criteria for evaluation of student's work are: mastery of course content; critical thinking; organization of material; writing ability; integration and application of course content to social work; and ability to conceptualize.

Graduate Grading Policy – Adelphi University School of Social Work

The numerical equivalents for letter grades are:

A = 93 and above	C+= 77-79
A- = 90-92	C = 73-76
B+= 87-89	C- = 70-72
B = 83-86	F = below 70
B- = 80-82	

The nominal definitions of letter grades are:

- A is awarded for excellent work
- B is awarded for good work
- C is awarded for marginal work
- F is awarded for failing work

An Engaged Learning Environment

Students can expect an engaged learning environment that is accessible to all individuals no matter their learning needs and talents. If you have a disability that may impact your ability to carry out assigned coursework, you are encouraged to contact the staff at the Office of Disability Support Services (DSS), located in Room 310 of the University Center, 516-877-3145, DSS@adelphi.edu. The staff will review your concerns and determine, with you, appropriate and necessary accommodations. All information and documentation of disability are confidential. If English is not your first language, please notify the instructor at the beginning of the semester.



Code of Academic Honesty



"The University is an academic community devoted to the pursuit of knowledge. Fundamental to this pursuit is academic integrity. In joining the Adelphi community I accept the University's Statement of Academic Integrity and pledge to uphold the principles of honesty and civility embodied in it. I will conduct myself in accordance with ideals of truth and honesty and I will forthrightly oppose actions which would violate these ideals. "



The code of academic honesty prohibits behavior, which can broadly be described as lying, cheating, or stealing. Violations of the code of academic honesty will include, but are not limited to, the following:

1. Fabricating data or citations
2. Collaborating in areas prohibited by the professor
3. Unauthorized multiple submission of work
4. Sabotage of others' work, including library vandalism or manipulation
5. Plagiarism: presenting any work as one's own that is not one's own
6. The creation of unfair advantage
7. The facilitation of dishonesty
8. Tampering with or falsifying records
9. Cheating on examinations through the use of written materials or giving or receiving help in any form during the exam, including talking, signals, electronic devices, etc.

Refer to: <http://academics.adelphi.edu/policies/honesty.php> or Adelphi University's Undergraduate & Graduate Bulletins

Course Outline and Readings

I. Historical and Theoretical Background of Group Work Practice (Session 1)

- A. Overview
 - 1. Why group?
 - 2. Definitions of Social work with groups, Group work, Group treatment, etc.
- B. History: When, Where, and How Groups Began to be Used in Social Work.
- C. The Settlement House Movement
 - 1. Social reform – Community organization
 - 2. Mutual aid
 - 3. Task groups
- D. The Child Guidance Movement
 - 1. Activity groups
 - 2. Parent groups
- E. Life Space and Therapeutic Community
 - 1. Day treatment
 - 2. Institutional settings
 - 3. Psycho-education groups
- F. Group Therapy
 - 1. Theoretical models
 - 2. Practical technologies

Resource Readings

- Berman-Rossi, T. & Miller, I. (1994). African-Americans and the settlements during the late nineteenth, early twentieth centuries. *Social Work with Groups*, 17 (3), 77-97.
- Breton, M. (1989). Liberation theology, group work: the right of the poor and oppressed to participate in the life of the community. *Social Work with Groups*, 12, (3).
- Drumm, K. (2006). The essential power of group work. *Social Work with Groups*, 29 (2/3). 17-31.
- Forte, J.A. (2009). Adding the “Symbolic” to Interactionist practice: A theoretical elaboration of William Schwartz/ legacy to group workers. *Social Work with Groups*, 32(1/2). 80-95.
- Galinsky, M. & Schopler J. (1995). Social group work competence: our strengths and challenges In, R. Kurland & R. Salmon, R. (Eds.) *Group work practice in a troubled society* (pp. 33-44). New York: Haworth Press.
- Gitterman, A. (2006). The life model, oppression, vulnerability and resistance, mutual aid and the mediating function. In: A. Gitterman, A. & L. Shulman, L. (Eds.). *Mutual aid groups: Vulnerable and resilient populations and the life cycle* (3rd ed.), (pp.3-37). New York: Columbia University Press.
- Papell, C. (2011). More than sixty years with social group work: Personal and professional history. In: C.F. Kuechler. *Group work: Building bridges of hope*. (pp.3-25). London: Whiting & Birch Limited.
- Papell, C. & Rothman, B. (1966). Social group work models: possession and heritage *Journal of Education for Social Work*: 2(2), 66-77.
- Shulman, L. (2006). Group work method. In: A. Gitterman, A., & L. Shulman, L. (Eds.). *Mutual aid groups: Vulnerable and resilient populations and the life cycle* (3rd ed.), (pp.38-72) New York: Columbia University Press.
- Tropp, E. (1978). Whatever happened to group work? *Social Work with Groups*, 1, 85-94.
- Weisman, C. (2000) A reminiscence: group work principles withstanding time-from the settlement house to the United Nations. *Social Work with Groups*, 23(3). 5 - 19.

II. Models and Approaches (Session 2)

- A. Common Elements of Social Work Practice with Groups
- B. Development of Models and Approaches, Examples Including:
 1. Remedial And Rehabilitative Model (Vinter, Glasser)
 2. Social Goals Model (Phillips, Konopka, Coyle, Weiner)
 3. Reciprocal Interactionist Or Mutual Aid (Schwartz, Lee, Shulman, Gitterman)
 4. Psychodynamic Model (Yalom, Levine)
 5. Activity, Task Oriented, Structured, Action And Mixed Transactional Groups (Slavon, Garvin)
 6. Time-Limited Groups (Garvin, Reid & Epstein)
 7. The Mainstream Model (Papell & Rothman)
 8. Cognitive - Behavioral Groups
 9. Empowerment (Lee, Guitierrez)

Required Readings

- Brandler, S. & Roman, C.P. (2016). Chapter 2, Value dilemmas in group practice (pp.12-18) In *Group work: Skills and strategies for effective interventions*, 3rd Ed. New York: Routledge.
- Cohen, C.S., Doel, M. Wilson, Quirke, D., Ring K.A. & Ruwaida Abbas, S. (2012). Global group work: Honouring processes and outcomes. *Groupwork*, 22(1). 78-98.
- Toseland, R.W. & Rivas, P.F. (2009). *An Introduction to Group Work Practice*, 6th Edition (Sections from Chapters 1 & 2, primarily pp. 13-63). Boston: Allyn and Bacon.
- Yalom, I.D. & Leszcz, M. (2005). Chapter 1, Therapeutic factors, (pp.1-18) and Chapter 2, Interpersonal learning, (pp.19-52). In: *The theory and practice of group psychotherapy*, 3rd Ed. New York: Basic Books.
- IASWG (2015) Standards for Social Work Practice with Groups, 2nd Edition. New York: AASWG. http://www.iaswg.org/assets/docs/Resources/2015_IASWG_STANDARDS_FOR_SOCIAL_WORK_PRACTICE_WITH_GROUPS.pdf

Resource Readings

- Aranoff, N.L. & Bailey, N.L. (2009). Thinking group in collaboration and community building: An interprofessional model, In: C. S. Cohen, M. Phillips & M. Hanson (Eds.) *Strength and diversity in social work with groups: Think group*. (pp. 21-30). NY: Routledge.
- Ball, S., (1994). A group model for gay and lesbian clients with chronic mental illness. *Social Work*, 39, 109 - 115.
- Cohen, M.B. & Graybeal, C.T. (2007). Using solution-oriented techniques in mutual aid groups. *Social Work with Groups*, 30(4), 79-94.
- Ebenstein, H. (2006). Caregiver support groups: Finding common ground. *Social Work with Groups*, 29(2). 243-258.
- Falck, H. (1995) Central characteristics of social work with groups: A sociocultural analysis, In R. Kurland & R. Salmon (Eds.) *Group work practice in a troubled society*. (pp.63-72). Binghamton, NY: Haworth Press.
- Garvin, C.D. & Glasser, F.H. (1985). The preventive and rehabilitative approach. In: Sundel, Sundel, M., Glasser, F., Sarri. R. & Vinter, R. (Eds.). *Individual change through small groups*. 2nd Ed. (pp. 34-37). New York: Free Press.
- Lee, J. (2001). (2nd Ed). The empowerment group approach. In: *The empowerment approach to social work practice*, (pp. 290-320). New York: Columbia University Press.
- Malekoff, A. (2007) A flexible organizing framework for group work with adolescents. *Social Work with Groups*, 30(3). 85-102.

- Papell & Rothman, (1980). Relating the mainstream model of social work with groups, group psychotherapy and the structured group approach. *Social Work with Groups*,3. 5-23.
- Ratts, M.J., Anthony, L. Santos, K.N.T. (2010). The dimensions of social justice model: Transforming traditional group work into a socially just framework. *The Journal for Specialists in Group Work*, 35(2). 160-168.
- Toseland, R.W. & McClive-Reed, K.P. (2008). Social group work: International and global perspectives. *Social Work with Groups*, 32(1/2). 5-13.
- Vinter, R. D. (1985). An approach to group work practice. In: Sundel, Sundel, M., Glasser F, Sarri, R., & Vinter, R. (Eds.). *Individual change through small groups*, 2nd Ed. (pp.3-8). NY: Free Press.

III. Stages of Development (Session 3)

- A. Overview of Stages in Social Work Practice – Application in Group Work
- B. Comparison of Models of Stages of Development in Groups
 - 1. Simple Model: Preparation, Beginning, Middle, End
 - 2. Boston Model: Forming pre-affiliation approach avoidance, Power and control, Intimacy, Differentiation, Ending-separation-termination
 - 3. Relational Model: Pre-affiliation, Establishing a relational base, Mutuality and interpersonal empathy, Challenge and change, Termination.
- D. Critiques and Comparison of Models
- C. IASWG Standards for Social Work Practice with Groups

Required Readings

- Birnbaum, M.L. & Cicchetti (2005). A model for working with the group life cycle in each group session across the life span of the group. *Groupwork*, 15(3). 23-43.
- Northen, H. & Kurland, R. (2001). Group development. In: *Social work with groups*, 3rd ed. (pp. 44-54). New York: Columbia University Press.
- Schiller, L.Y. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. *Social Work with Groups*, 30(2). 11-26.

Resource Readings

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

IV. Group Formation (Sessions 4, 5, 6)

- A. Organizational Factors
 - 1. Agency purpose and function
 - 2. Organizational culture and environment
 - 3. Negotiating the System
 - 4. Handling agency resistance
- B. Needs of Potential Members
 - 1. Psycho-social reasons for joining a group

- 2. Interpersonal reasons
- C. Potential Group Purpose
- D. Group Structure
 - 1. Site of group
 - 2. Space and time
- E. Group Composition
 - 1. Heterogeneity vs. homogeneity
 - 2. Open or closed membership
 - 3. Commonalities of issues or diagnosis
- F. Pre-Group Contact
 - 1. Screening of clients
 - 2. Pre affiliation
 - 3. Factors of attraction
- G. Potential Group Content
- H. Evaluation Plan
 - 1. Process evaluation
 - 2. Outcome/goal achievement assessment
- I. Beginnings
 - 1. Purpose and goal setting
 - 2. Tuning – in affectively/intellectually
 - 3. Engagement
- J. Contracting
 - 1. Agency goal
 - 2. Reaching for client goals
 - 3. Worker goals
 - 4. Reaching for consensus and commonality
- K. Early Assessment
- L Values and ethics in starting a group.

Required Readings

- Berger, R. (2009). Encounter of a racially mixed group with stressful situations. *Groupwork*, 19(3), 57-76.
- Brandler, S. & Roman, C.P. (2016). Chapter 4, In the beginning (pp.48-66) and Chapter 7, Planning (pp.119-135) In *Group work: Skills and strategies for effective interventions*, 3rd Ed. New York: Routledge.
- Chan, S.M. & O'Connor, D.L. (2008). Finding a voice: The experiences of Chinese family members participating in family support groups. *Social Work with Groups*, 31(2), 117-135
- Macgowan, M.J. (2008). Chapter 1, Introduction to evidence-based group work (pp.3-17) In *A guide to evidence-based group work*. Oxford, UK: Oxford University Press.
- McGarry, E., Kane, N. & Fung, L-W. (2013). The Silver Foxes group: Growing older and living with HIV/AIDS. In: G.J. Tully, K. Sweeny & S.E. Palombo, Eds. *Group work: Gateways to growth* (pp. 94-108). London: Whiting & Birch Ltd.
- Wayne, J. & Cohen, C.S. (2001). Chapter 3. Assessing the agency as the environment for group work assignments and Chapter 6, Understanding the student: Frameworks for assessment (pp. 67-86). In *Group work education in the field*. Alexandria, VA: CSWE Press.
- Yalom, I. D. & Leszcz, M. (2005). Chapter 8, The selection of clients (231-254), Chapter 9, The composition of therapy groups (259-280) & Chapter 11, In the beginning, (pp.309-344). In: *The theory and practice of group psychotherapy*, 5th Ed. New York: Basic Books.

Resource Readings

- Bernstein, S.B. (1993). What happened to self determination? *Social Work with Groups*, 16 (1/2). 3-15.
- Congress, E., & Lynn, M. (1997) Group work practice in the community, navigating the slippery slope of ethical dilemmas. *Social Work with Groups*, 20(3). 61-74.
- Dennison, S. (2008). Measuring the treatment outcome of short-term school-based social skills groups. *Social Work with Groups*, 31(3/4). 307-328.
- Dolgoff, R. & Skolnik, L. (1996). Ethical decision making in social work with groups: An empirical study. *Social Work with Groups*, 19(2). 49-65.
- Gianino, M. Glick, A. (2008) Wearing two hats: Clinical and ethical implications of combining individual and group treatment. *Social Work with Groups*, 31(3/4). 273-287.
- Gitterman, A. (2005). Group Formation, Tasks, Methods, and Skills. In: A. Gitterman and L. Shulman (Eds) *Mutual aid groups, vulnerable and resilient populations, and the life cycle*. (pp .73-112). Itasca, Ill.: F. E. Peacock Inc.
- Gumpert, J. & Black, P. N. (2006) Ethical issues in group work: What are they? How are they managed? *Social Work with Groups*. 29(4). 61-74.
- Lindsay, J., Roy, V., Turcotte, D. & Montminy, L. (2006). Therapeutic factors in the first stage of men's domestic violence groups: Men talk about universality and how it becomes operational in the group. *Groupwork*, 16(1). 29-47.
- Marchini, J. (2009). The use of group work with New York City Firefighters post-9/11. In: C. S. Cohen, M. Phillips & M. Hanson (Eds.) *Strength and diversity in social work with groups: Think group*. (pp. 81-92). NY: Routledge.
- Marsiglia, F.F., Pena, V., Nieri, T. & Nagoshi, J.L. (2010). Real groups: The design and immediate effects of a prevention intervention for Latino children. *Social Work with Group*, 33(2/3). 103-121.
- Muskat, B., Mishna, F., Farina, F. & Wiener, J. (2010). "We may not like it but we guess we have to do it": Bringing agency-based staff on board with evidence-based group work. *Social Work with Groups*, 33(2/3). 229-247.
- Northen, H., & Kurland, R. (2001). Purpose. Chapter 7 (pp. 174-190) In *Social work with groups*, 3rd Ed. New York: Columbia University Press.
- Reid, K. (1997). Establishing the group. In: *Social work practice with groups: A clinical perspective*, 2nd Ed. (pp. 167-209). Pacific Grove, CA: Brooks/Cole Publishing Co.
- Sloane, C. (2003). How did we get here? The importance of sharing with members the reasons for a group's formation and the history of its development. *Social Work with Groups*, 26(2). 35-49.
- Sussal, C.M. (1985). Group work with federal employees. *Social Work with Groups*, 8 (3).71-79.
- Swifach, J. & Heft-LaPorte, H. (2007). A model for group work practice with Ultra-Orthodox Jewish victims of domestic violence: A qualitative study. *Social Work with Groups*, 30(3). 29-45.

V. Leadership (Session 7)

A. Worker-Authority Relations

1. Structured
2. Unstructured
3. Transference/Countertransference
4. Self-Disclosure

B. Group Leadership

1. Co-Leadership
2. Shared Responsibility
3. Members as Helpers

Required Readings

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

Resource Readings

- Hopmeyer, E. (2003).Chapter 12, Worker self-disclosure in group work. In: N. E. Sullivan, E. S. Mesbur, N. C. Lang, D. Goodman, & L. Mitchell, (Eds.) *Social work with groups: Social Justice through personal, community and societal change*, (pp.147-158). New York: Haworth Press.
- Miller, R. (2002). Will the real healer please take a bow. *Social Work with Groups*, 25(1/2). 65-72.
- Nosko, A. (2002). Adventures in co-leadership in social group work practice. *Social Work with Groups* 25(1/2). 175-183.
- Phillips, M. H. & Cohen, C. S. (2000). Strength and resiliency themes in social work practice with groups. In: E. Norman, Ed. *Resiliency enhancement: Putting the strengths perspective into social work practice*. (pp.128-142). NY: Columbia University Press.
- Reid, K. (1997). Worker in the group. (Chapter 6). In: *Social work practice with groups: A clinical perspective*, 2nd Ed). Pacific Grove, CA: Brooks/Cole Publishing Co.
- Staples, L. H. (2000). Insider/outsider upsides and downsides. *Social Work with Groups*; 23(2).19-35.
- Travers, A. (1995) Adversity, diversity, and empowerment: feminist group work with women in poverty. In: R. Kurland & R. Salmon (Eds.) *Group work practice in a troubled society*, (pp.139–156). New York: Haworth Press.
- Wright, M.M. (2002). Co-Facilitation: Fashion or Function? *Social Work with Groups*, 25(3). 72-92.
- Yalom, I. D. & Leszcz, M. (2005). Chapter 6, (pp.114-200) The therapist: Working in the here and now. In: *The theory and practice of group psychotherapy*, 3rd Ed. New York: Basic Books.

VI. Middle Phase (Sessions 8, 9, 10)

- A. Identifying and Developing Themes within the Work Phase.
 - 1. Latent and manifest content
 - 2. Authority and intimacy
 - 3. Scapegoating
- B. Identification of Themes
- C. Detecting and Identifying Obstacles in Work
- D. Values, Norms, Group Culture
- E. Cohesiveness
- F. Interventions
 - 1. Increasing interaction and communication
 - 2. Mediating the interactional process
 - 3. Making a demand for work
 - 4. Reaching for and relating to feelings
 - 5. Encouraging mutual aid
 - 6. Consensus taking-detecting false consensus

7. Interpretation and assessment
 8. Dealing with major difference in group member characteristics
- G. The Individual and the Group
1. Roles, sub-groups
 2. Accepting difference
 3. Identifying commonalities that help members deal with difference
- H. Ongoing Assessment
1. Group as a whole
 2. Individual in the group
- I. Gender, Race, Ethnicity, and Culture
1. Working with diversity among worker(s) and members
 2. Working with diversity among members
- J. Conflict and Decision-Making
1. Exploration of conflict and intimacy issues as growth-producing commonality
 2. Reaching for commonality and acceptance of differences in consensus making.
- K. Developing a Mutual Aid System
- L. Psychodynamic Interaction

Required Readings

- Ball, S. & Lipton, B. (2005). Group work with gay men. In: G. L.Greif & P. H. Ephross (Eds.) *Group work with populations at risk, 2nd edition*. (pp. 309-331). NY: Oxford University Press.
- Brandler, S. & Roman, C.P. (2016). Chapter 3, Manifest and latent content (pp. 26-47), Chapter 5, In the middle (pp.67-96), and Chapter 11, Diversity and the use of self (pp. 201-213). In *Group work: Skills and strategies for effective interventions*, 3rd Ed. New York: Routledge.
- Englehardt, B.J. (2005). Group work with lesbians. In: G. L.Greif & P. H. Ephross (Eds.) *Group work with populations at risk, 2nd edition*. (pp. 332-348). NY: Oxford University Press.
- Lee, J. (2001). Empowerment groups: Working together, In: *The empowerment approach to social work practice*, 2nd Ed, (pp. 321-350). New York: Columbia University Press.
- Malekoff, A. (2014) *Group Work with Adolescents, Third Edition, Principles and Practice*, Chapter 16, (pp.357-372). The struggle to fit in,
- Northern, H., & Kurland, R. (2001). Chapter 10, Roles of members (pp.238-257) In: *Social work with groups*, 3rd Ed. New York: Columbia University Press.
- Steinberg, D. M. (2013). Dealing with small group conflict: Seven keys for helping people to make meaning of their differences, take two. In: G.J. Tully, K. Sweeny & S.E. Palombo, Eds. *Group Work: Gateways to Growth*. (pp. 152-170). London: Whiting & Birch Ltd.
- Wayne, J. & Gitterman, A. (2003). Offensive behavior in groups: Challenges and opportunities. *Social Work with Groups*, 26(2). 23-34.
- Yalom, I. D. & Leszcz, M. (2005). Yalom, I. D. & Leszcz, M. (2005). Chapter 3, Group cohesiveness, (pp.53-76) & Chapter 13, (pp.391-428), Problem group members. In: *The theory and practice of group psychotherapy*, 3rd Ed. New York: Basic Books.

Resource Readings

- Bernstein, S. (1973). Conflict and group work. In: S. Berstein (Ed.). *Exploration in group work*. (pp. 72-106). Boston: Milford House.
- Chau, Kenneth L. (1992). Needs assessment for group work with people of color: A conceptual formulation, *Social Work with Groups*, 15(2/3) 53 - 66.
- Doel, M. (2005). Difficult behavior in groups. *Social Work with Groups*, 28 (1). 3-22.
- Gutierrez, Lorraine, Ortega, Robert (1991). Developing methods to empower Latinos: The importance of groups, *Social Work with Groups*, 4(2) 23-44.

- Jagendorf, J. & Malekoff, A. (2000). Groups-on-the-go: spontaneously formed mutual aid groups for adolescents in distress, *Social Work with Groups*, 22(4). 15-32.
- Kendler, H. (2002). "Truth and Reconciliation": Workers' rear of conflict in groups. *Social Work with Groups*, 25(3). 25-41
- Ludwig, K., Imberti, P. Rodriguez, R. & Torrens, A. (2006). Healing trauma and loss through a community-based multi-family group with Latino immigrants. *Social Work with Groups*, 29(4). 45-60.
- Mei Chan, S. & O'Connor, D. (2008). Finding a voice: The experiences of Chinese family members participating in family support groups. *Social Work with Groups*, 31(2). 117-135.
- Papell, C. (1999). Technical errors or missed alternatives: An interview with Catherine Papell. *Groupwork*, 11(1).
- Reid, K. (1997). Chapter 12, (pp. 229-258). The middle phase of group work. In: *Social work practice with groups: A clinical perspective*, 2nd Ed. Pacific Grove, CA: Brooks/Cole Publishing Co.
- Rose, S.D. & Chan.H.S. (2010). Motivating clients in treatment groups. *Social Work with Groups*, 33(2/3). 260-277.
- Yalom, I. D. & Leszcz, M. (2005). Yalom, I. D. & Leszcz, M. (2005). Chapter 12, (pp. 345-390), The advanced group. In: *The Theory and practice of group psychotherapy*, 3rd Ed. New York: Basic Books.

VII. Use of Program and Activity (Session 11)

- A. Program as a Tool
- B. Gearing Tasks to Needs of Client Population
 - 1. Children and adolescents
 - 2. Adults
 - 3. Older Adults
- C. Role of Worker

Required Readings

- Brandler, S. & Roman, C.P. (2016). Chapter 8, The use of programming in groups (pp. 136-170). In *Group work: Skills and strategies for effective interventions*, 3rd Ed. New York: Routledge.
- Malekoff, A. (2014) *Group Work with Adolescents, Third Edition, Principles and Practice*, Chapter 9, (pp. 194-220), The purposeful use of activities in group work: Innovative, expressive and mindful approaches.
- McGee II, K. (2013). Some things just have to be lived: Drumming in group work. In Grobman, L. M. & Clements, J. Editors, *Riding the Mutual Aid Bus and Other Adventures in Group Work* (pp. 265-269). Harrisburg, PA: White Hat Communications.
- Rebman, H. (2006). Warning – There's a lot of yelling in knitting: The impact of parallel process on empowerment in a group setting. *Social Work with Groups*, 29(4). 5-24
- Reid, K. (1997). Chapter 11, Program activities (pp. 209-228). In: *Social work practice with groups: A clinical perspective*, 2nd Ed. Pacific Grove, CA: Brooks/Cole Publishing Co.

Resource Readings

- Brandler, S. & Roman, C.P. (2016). Appendix: Glossary of group games and exercises (pp. 232-255) In *Group work: Skills and strategies for effective interventions*. 3rd Ed. New York: Routledge.
- Evans, K. (2009). Rhythm 'n' Blues: Bringing poetry into groupwork. *Groupwork* 19(3), 27-38
- Lordan, N., Quirke, D. & Wilson, M. (2009). Mask making and social groupwork. In: C. S. Cohen, M. Phillips & M. Hanson (Eds.) *Strength and diversity in social work with groups: Think group*. (pp. 103-120). NY: Routledge.

- Lynn, M. & Nisivoccia D. (2005). When the world no longer feels safe: Helping children through mutual aid. In: A. Gitterman & L. Shulman, Mutual aid groups, vulnerable & resilient populations and the life cycle, 3rd Edition. NY: Columbia University Press (pp. 139-164).
- Middleman, R. (1968). Chapter 2, Non-verbal and verbal Content: The components of program content, (pp 25-63) and Chapter 4, Non-verbal content and professional purpose, (pp. 89-106). In: *The non-verbal method in work with groups*. NY: Association Press.
- Northen, H. & Kurland, R. (2001). Chapter 11 The use of activity (pp. 258-287). In: *Social work with groups*, 3rd ed. New York: Haworth Press.
- Poole, J., Gardner, Pl, Flower, M.C., Cooper, C. (2009). Narrative therapy, older adults, and group work?: Practice, research, and recommendations. *Social Work with Groups*, 32(4). 288-302
- Rebman, H. (2006). Warning – There’s a lot of yelling in knitting: The impact of parallel process on empowerment in a group setting. *Social Work with Groups*, 29(4). 5-24
- Thomas, N. D., Coleman, S. (1998). Using the sensory orientation group with frail elderly population. *Groupwork*, 10, (2)95-105.
- Tiemens, K., Beveridge, H. L. & Nicholas, D. B. (2007). Evaluation of a therapeutic camp program for adolescents with a facial difference. *Social Work with Groups*, 30(2). 57-72.
- Tucker, A. (2009). Adventure-based group therapy to promote social skills in adolescents. *Social Work with Groups*, 32(4). 315-329.

VIII Specialized Groups and Small Group Presentations (Session 12, 13, 14)

- A. Single Session Groups
- B. Large Groups
- C. Therapeutic Community Groups
- D. Clubhouse Model
- E. Participatory Research
- F. Self-Help Groups
- G. Psychodynamic
- H. Psycho-Educational Groups
- I. Virtual/On-Line Groups

Required Readings

- Berg, K.K. & Simon, S. (2013). Developing a white anti-racism identity: A psycho-educational group model. In: G.J. Tully, J. Bacon, G. Dolan-Reilly & A. LoRe, Eds. *Group work: An international conversation highlighting diversity in practice*. London: Whiting & Birch Limited. 90-115.
- Brandler, S. & Roman, C.P. (2016). Chapter 12, Special practice issues (pp. 214-233). In *Group work: Skills and strategies for effective interventions*, 3rd Ed. New York: Routledge.
- Ebenstein, H. (1998). Single session groups: Issues for social workers, *Social Work with Groups*, 21 (1/2) 49-60.
- Feigelman, B. & Feigelman, W. (2008). Surviving after suicide loss: The healing potential of suicide survivor support groups. *Illness, Crisis and Loss*, 16, .285-304.
- Galinsky, M.J., Terzian, M.A. & Fraser, M.W. (2006). The art of group work practice with manualized curricula. *Social Work with Groups*, 29(1). 11-26.
- Hartley-Bangs, L. & Egan, C. (2013). Recovering together: Multiple family group therapy in work with adolescent chemical abusers. In: G.J. Tully, J. Bacon, G. Dolan-Reilly & A. LoRe, Eds. *Group work: An international conversation highlighting diversity in practice*. (pp. 26-35). London: Whiting & Birch Limited.
- Ephross, P.H. & Vassil, T.V. (2004). Group work with working groups. In: C.D. Garvin, L.M.

Gutierrez & M.J. Galinsky. *Handbook of social work with groups*. (pp.139-159). NY: The Guilford Press.

Jacobson, M. & Rugeley, C. (2007). Community-based participatory research: Group work for social justice and community change. *Social Work with Groups*, 30(4), 29-39.

Jackson, R.L (2001). Systems perspective and the clubhouse model. In: *The clubhouse model: Empowering applications of theory to generalist practice*. (pp. 36-55) Belmont, CA: Wadsworth/Thomson Learning.

Muskat, B. (2013) The Use of IASWG Standards for Social Work Practice with Groups in supervision of group work practitioners, *Social Work With Groups*, 36 (2/3), 208-221

Yalom, I.D. & Leszcz, M. (2005). Chapter 14, (pp. 429-474). The therapist: Specialized formats and procedural aids. In: *The theory and practice of group psychotherapy*, 5th Ed. New York: Basic Books.

Resource Readings

Bartone, A., Rosenwald, M. & Bronstein, L. (2008). Examining the structure and dynamics of kinship care groups. *Social Work with Groups*, 31(3/4). 223-237.

Chovanec, M.G. (2009). Facilitating change in group work with abusive men: Examining stages of change. *Social Work with Groups*, 32(1/2). 125-142

Clemans, S.E. (2010). The transformation of the purpose of a school-based supervision group during tough economic times: Challenges and considerations for the worker. *Social Work with Groups*, 33(1). 41-52.

Clemans, S.E. (2004). Recognizing vicarious traumatization: A single session group model for trauma workers. *Social Work with Groups*, 27(2/3). 55-74.

Cramer, E. P. (2013). Talking the talk and walking the walk with the sexuality and gender identity group. In Grobman, L. M. & Clements, J. Editors, *Riding the Mutual Aid Bus and Other Adventures in Group Work* (pp.129-135). Harrisburg, PA: White Hat Communications.

Crampton, D. & Natarajan, A. (2005). Connections between group work and family meetings in child welfare practice: What can we learn from each other? *Social Work with Groups*, 28(1). 65-79.

Damianakis, T., Climans, R. & Marziali, E. (2008). Social workers experience of virtual psychotherapeutic caregivers groups for Alzheimer's, Parkinson's, Stroke, Frontotemporal Dementia, and traumatic brain injury. *Social Work with Groups*, 31(2) 99-116.

Duncan, A.W. & Klinger, L.G. (2010). Autism spectrum disorders: Building social skills in group, school and community settings. *Social Work with Groups*, 33(2/3). 175-193.

Kurtz, L.F. (2004). Support and self-help groups. In: C.D. Garvin, L.M. Gutierrez & M.J. Galinsky. *Handbook of social work with groups*. (pp.139-159). NY: The Guilford Press.

Lacay, S. A. (2013). When the group clicks: Psychoeducation with adolescent girls in crisis. In Grobman, L. M. & Clements, J. Editors, *Riding the Mutual Aid Bus and Other Adventures in Group Work* (pp. 47-52). Harrisburg, PA: White Hat Communications.

Levine, J. (2005). An exploration of female social work students' participation in online and face-to-face self help groups. *Groupwork* 15(2). 61-79.

Malekoff, A. (2010). The use of group work to fight acute external threats to a community-based organization during harsh economic times. *Social Work with Groups*, 33(1). 4-22.

Maarefvand, M. & Mirmalek Sani, M. S. (2013). Effects of peer group intervention on sexual addiction treatment in Iran. In: G.J. Tully, J. Bacon, G. Dolan-Reilly & A. LoRe, Eds. *Group work: An international conversation highlighting diversity in practice*. (pp. 36-27). London: Whiting & Birch Limited.

Mason, S. & Vasquez, D. (2007). Making positive changes: A psychoeducational group for parents with HIV/AIDS. *Social Work with Groups*. 30(2). 27-40.

Olshever, A. (2011). Hospice interdisdisciplinary team practice: A review of the literature. *Groupwork*, 21(2).

- Otis, M.D. & Loeffler, D.N. (2005). Changing youth's attitudes toward difference: A community-based model that works. *Social Work with Groups*, 28(1). 41–65.
- Perez-Koenig, R. (2000). The Unitas Extended Family Circle: Developing resiliency in Hispanic youngsters. In: E. Norman, Ed. *Resiliency enhancement: Putting the strengths perspective into social work practice*. (pp. 143-153). NY: Columbia University Press.
- Prescott, D.E. (2005). Chronic conflict parents and group therapy as a means of intervention: A preliminary proposal. *Social Work with Groups*, 28(1). 81-96.
- Prinsloo, R. (2012). The 'Rainbow Nation' way of teaching sensitivity to diversity for social work with groups. *Groupwork*, 22 (1). 27-38.
- Robotham, D. (2008). From groups to teams to virtual teams. *Groupwork*, 19(2). 41-57.
- Rodenborg, N. & Huynh, N. (2006). On OVERcoming segregation: Social work and intergroup dialogue. *Social Work with Groups*, 29(1). 27-44.
- Roffman, R. (2004). Psychoeducational groups. In: C.D. Garvin, L.M. Gutierrez & M.J. Galinsky. *Handbook of social work with groups*. (pp.139-159). NY: The Guilford Press.
- Sanjay, S. & Kushwaha, M. (2014). Men in India: Eliminating gender-based violence. In: S. Genest-Dufault, G. Berteau, & V. Roy, Eds. *Strengthening Social Solidarity Through Group Work: Research and Creative Practice*. (pp.148-159). London: Whiting & Birch Limited.
- Schiff, M. (2000). Helping characteristics of self help and support groups. *Social Group Research*, 31 (3). 275-290.
- Segal, S. P., et. al. (Eds.). (1993). Empowerment and self help agency practice for people with mental disabilities. *Journal of Social Work*, 38(6). 705-712.
- Smith, D.C. & Hall, J.A. (2010). Implementing evidence-based multiple-family groups with adolescent substance abusers. *Social Work with Groups*, 33(2/3). 122-138.
- Strand, V., Carten, A., Connolly, D., Gelman, S.R. & Vaughan, P.B. (2009). A cross system initiative supporting child welfare workforce professionalization and stabilization: A task group in action. In: C. S. Cohen, M. Phillips & M. Hanson, Eds. *Strength and diversity in social work with groups: Think group*. (pp. 41-54). NY: Routledge.
- Topor, D.R., Grosso, D., Burt, J. & Falcon, T. (2013) Skills for recovery: A recovery-oriented dual diagnosis group for veterans with serious mental illness and substance abuse, *Social Work With Groups*, 36(2-3). 222-235.
- Wolkoff, S.R. (2013). Welcome to the family: A group work model for new staff orientation. In: G.J. Tully, K. Sweeny & S.E. Palombo, Eds. *Group Work: Gateways to Growth*. (pp. 109-128). London: Whiting & Birch Limited.

IX Endings and Evaluation (Session 15)

- A. Termination as a Transitional Stage
1. Transition/member
 2. Departure/worker departure
 3. Group termination
- B. Factors in Termination Phase for Workers and Members
1. Anxiety
 2. Denial
 3. Regression
 4. Fight or flight
 5. Recapitulation
 6. Graduation effect
 7. Saying goodbye
- C. Evaluation

1. Purpose
2. Method and instrumentation
3. Understanding processes and outcomes

Required Readings

- Brandler, S. & Roman, C.P. (2016). Chapter 6, Endings (pp. 97-118) In *Group work: Skills and strategies for effective interventions*, 3rd Ed. New York: Routledge.
- Cohen, C.S. & Olshever, A. (2013). IASWG Standards for Social Work Practice with Groups: Development, application and evolution. *Social Work with Groups*, 36(2-3). 111-129.
- Macgowan, M.J. (2003). Increasing engagement in groups: A measurement based approach. *Social Work with Groups*, 26(1). 5-28.
- Northen, H. & Kurland, R. (2001). Chapter 16, Evaluation (pp. 437-448) In: *Social work with groups*, 3rd Ed. New York: Columbia University Press.
- Pomeray, E. D., Kim R., & Ahel L. M. (1999). The effectiveness of a psychoeducational group for HIV-infected/affected incarcerated woman, *Research in Social Work Practice*, 9(2) 148-171.
- Reid, K. (1997). Chapter 13, (pp. 259 - 276). The Ending Phase of Group Work. *Social work practice with groups: A clinical perspective*, 2nd Ed. Pacific Grove, CA: Brooks/Cole Publishing Co.
- Wayne, J. & Cohen, C.S. (2001). *Group work education in the field*. Alexandria, VA: CSWE Press. Chapter 8. (pp.115-135). Evaluation and Student Social Work Practice with Groups.

Resource 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.
- Doel, M & Sawdon, C. (1999). Recording and evaluating groupwork, Chapter 12 In: *The essential groupworker: Teaching & learning creative groupwork*. London & Philadelphia: Jessica Kingsley Pub.
- Drumm, K. (2004) An examination of group work with old lesbians struggling with a lack of intimacy by using a record of service. *Journal of Gerontological Social Work*, 44(1/2), 25-52.
- Falconer, M.K., Haskett, M.E., McDaniels, L., Dirkes, T., Siegel, E.C. (2008). Evaluation of support groups for child abuse prevention: Outcomes of four state evaluations. *Social Work with Groups*. 31(2). 165-182.
- Fouche, C. & Lunt, N. (2009). Using groups to advance social work practice-based research. *Social Work with Groups*, 32(1/2). 47-63.
- McGuire, L.E. (2003). Using qualitative methods to evaluate a group: Does the survival skills for women program increase self-sufficiency? *Social Work with Groups*, 26(4). 43-57.
- Preston-Shoot, M. (2014). Some ethical and legal challenges in researching groupwork practice. In: S. Genest-Dufault, G. Berteau, & V. Roy, Eds. *Strengthening Social Solidarity Through Group Work: Research and Creative Practice*. (pp. 226-245). London: Whiting & Birch Limited.
- Pudil, J. (2006). I'm gone when you're gone: How a group can survive when its leader takes a leave of absence. *Social Work with Groups*, 29(2/3). 217-233.
- Roman, C.P. (2006). A worker's personal grief and its impact on processing a group's termination. *Social Work with Groups*, 29(2/3), 235-242.