

INDIANA UNIVERSITY  
SCHOOL OF SOCIAL WORK

**S541 Social Work Practice II: Interpersonal Practice with Individuals,  
Families, Groups (3 credits)**

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**I. Course Rationale & Description**

This course builds upon the practice theories, principles and skills addressed in Social Work Practice I. The general purpose of the course is to provide students with opportunities to further develop the knowledge, skills, and judgment necessary for competent generalist social work practice with individuals, families and groups. Although multiple perspectives are necessary for adequate understanding, assessment, intervention, and evaluation, a strengths perspective will be emphasized. Students will be expected to develop skills to facilitate individual, family, and group experiences which can empower people to change themselves and their environment.

A variety of teaching-learning methods and experiences are utilized throughout the semester in an effort to address this content and to help students meet course objectives. Learning experiences include readings, lectures, films, discussions, live or recorded case vignettes, role play enactments, case presentations, simulated staff conferences, and various written assignments. The course also relies upon students' experiences in field placement or practice for case examples from which relevant theoretical concepts and principles for practice with individuals, families, and/or groups can be identified and developed.

In this course, students are required to demonstrate respect for and acceptance of the unique characteristics of diverse populations. Students will be prepared to complete differential assessments and to use intervention skills that will serve diverse populations which include, but are not limited to, groups distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age, and national origin. Content includes strategies of intervention for achieving social, political, and economic justice and for combating the causes and effects of institutionalized forms of oppression.

**II. Objectives**

In this course, students are expected to demonstrate achievement of the following objectives:

1. Understand both common and unique concepts, principles, and processes relevant for competent generalist social work practice, grounded in a strengths perspective, with individuals, families, and groups.
2. Apply and analyze social work values and ethics, including an understanding of and respect for human diversity, in the context of generalist social work practice with individuals, families, and groups.
3. Apply person-in-environment knowledge that affects human development and behavior, in the context of generalist social work practice with people of color, women, lesbian women and gay men as well as those groups distinguished by age, ethnicity, culture, class, religion, and physical or mental ability.
4. Assess and critique practice with diverse populations.
5. Access relevant, timely, and appropriate theory and research in the professional literature for use in generalist practice with client systems addressing various prevalent psychosocial problems.
6. Apply critical thinking skills within professional contexts, including the application of appropriate theories, models, and knowledge for generalist social work practice throughout all phases of generalist social work practice (e.g., preparing, beginning, exploring, assessing, contracting, working, evaluating, and ending).
7. Develop self-understanding of one's personal motivations, characteristics, and habitual psychosocial patterns of behavior; and disciplined use of self in professional relationships, including awareness and management of one's own personal beliefs, stereotypes, biases and prejudices; and ability to assess the quality of one's own practice.

### **III. Content Outline & Readings**

Students are expected to read the assigned texts chapters and additional readings from the bibliography.

#### *Required and Recommended Texts*

##### Required Texts

Hepworth, D.H., Rooney, R.H., & Larsen, J.A. (1997). Direct social work practice: Theory and skills (5<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole Publishing Company.

Toseland, R.W. (1995). An introduction to group work practice (2<sup>nd</sup> ed.). Boston: Allyn and Bacon.

National Association of Social Workers (1995). Encyclopedia of social work (19<sup>th</sup> ed.). Washington, DC: Author. (select articles)

### Recommended Texts

Brown, N. (1991). Groups for growth and change. White Plains, NY: Longman.

Corcoran, K., & Fischer, J. (1987). Measures for clinical practice. New York: The Free Press.

Dorfman, R.A. (Ed.). (1988). Paradigms of clinical social work. New York: Brunner/Mazel.

Gitterman, A., & Shulman, L. (Eds.). (1994). Mutual aid groups, vulnerable populations, and life cycle. Itasca, IL: F.E. Peacock.

Gurman, A., & Kniskern, D.P. (Eds.). (1981). Handbook of family therapy. New York: Brunner/Mazel.

Hartman, A. (1983). Family-centered social work practice. New York: The Free Press.

Hollis, F., & Wood, M. (1990). Casework: A psychosocial therapy. New York: McGraw Hill Publishing Co.

Lum, D. (1992). Social work practice and people of color: A process stage approach. Pacific Grove, CA: Brooks/Cole.

McGoldrick, M., & Carter, B. (1988). The changing family life cycle. New York: Gardner Press.

Shulman, L. (1992). The skills of helping individuals and groups. Itasca, IL: F. E. Peacock.

Tolson, E.R., Reid, W. J., & Garvin, C. D. (1994). Generalist practice: A task centered approach. New York: Columbia University Press.

Turner, F. J. (Ed.). (1989). Child psychopathology: A social work perspective. New York: The Free Press.

Turner, F. J. (Ed.). (1986). Social work treatment: Interlocking theoretical approaches. New York: The Free Press.

Zastrow, C. (1992). The practice of social work. Belmont, CA: Wadsworth.

1. Overview of Course, Theory, and the Helping Process  
Required reading: Hepworth, et al., Chapters 1-4
2. Exploring, Assessing, and Planning With Individuals  
Required readings: Hepworth, et al., Chapters 5-8, 12
3. Individuals and the Change-Oriented Phase  
Required reading: Hepworth, et al., Chapters 13-15, 18  
Annotated bibliography due
4. Introduction to Working With Groups  
Required readings: Hepworth, et al., Chapter 11  
Toseland & Rivas, Chapters 1-4, 14
5. Exploring, Assessing, and Planning With Groups  
Required readings: Hepworth, et al., Chapter 11  
Toseland & Rivas, Chapters 5-7
6. Groups and the Change-Oriented Phase  
Required readings: Hepworth, et al., Chapter 17  
Toseland and Rivas, Chapters 8-11
7. Exploring, Assessing, and Planning With Families  
Required readings: Hepworth, et al., Chapter 10  
Encyclopedia of Social Work, pp. 927-935; 941-950; 951-959; 973-982;
8. Special Issues in Working With Families  
Required readings: Hepworth, et al., Chapter 16  
Encyclopedia of Social Work, pp. 983-991; 1604-1616; 1085-1095; 1330-1337; 1663-1674; 2157-2164
9. Termination and Evaluation  
Required readings: Hepworth, et al. Chapter 20  
Toseland & Rivas, Chapters 12-13  
  
Paper due
10. Managing Barriers to Change  
Required reading: Hepworth, et al., Chapter 19
11. Class presentations on work with specific oppressed populations
12. Final exam and course evaluation

*The following journals are recommended. Specific articles will be listed in the bibliography.*

Journal of Continuing Social Work Education  
Journal of Counseling Psychology  
Journal for Specialists in Group Work  
Journal of Gerontological Social Work  
Journal of Marital and Family Therapy  
Journal of Personality and Social Psychology  
Journal of Research in Personality  
Journal of Social Service Research  
Journal of Social Work & Human Sexuality  
Journal of Social Work Education  
Journal of Sociology & Social Welfare  
Prevention in Human Services  
Research on Social Work Practice  
Small Group Behavior  
Small Group Research  
Smith College Studies in Social Work  
Social Service Review  
Social Work  
Social Work in Education  
Social Work in Health Care  
Social Work Research & Abstracts  
Social Work with Groups

#### **IV. Course Format & Assignments**

##### *Paper*

Students will write a 10-12 page paper focusing on either an individual from an oppressed group, a family struggling with environmental stresses, or a task, mutual aid, social change, or remedial group. The paper will include the following sections.

##### **I. Introduction**

In this section, students will outline subsequent sections and discuss their relationship with the individual, family, or group.

##### **II. Case discussion**

In this section, students will include their assessment of the individual, family, or group. Students can choose any model for assessment, but must include discussion of the problems, environmental forces, strengths, and possible ethical dilemmas.

### III. Practice Plan

In this section, students will present an overall treatment plan and discuss the connection of this plan to the goals of the individual, family, or group.

### IV. Analysis of practice

In this section, students will discuss a single session with the individual, family, or group, identifying the goals for the session, the practice skills used, and the accomplishments. Include an analysis of your work and a discussion of what you would do differently if you were starting over with this individual, family, or group.

### V. Evaluation

In this section, students will discuss their plan for evaluating their overall practice with this individual, family, or group and their plan for engaging the individual, family or group in evaluation of their progress toward goal attainment.

### VI. Reference

The papers should have a complete references section. Use the American Psychological Association (APA) (4<sup>th</sup> ed.) form.

The papers should go well beyond what is presented in the textbook and in the classroom. Papers will be graded on the following dimensions: (1) overall organization and presentation of the paper, (2) the quality of the writing and editing of the paper, and (3) the extent, relevance, and quality of the research and scholarship. See attached Writing Project Evaluation Criteria.

#### *Annotated Bibliography (2 pages)*

Students will read three recent articles on generalist social work practice: one article each on practice with individuals, families and groups. The annotated bibliography should include the following:

1. Article citation: Use APA form.
2. Review of article: The major thematic content of each article should be presented.
3. Analysis of article: Evaluate the strengths and weaknesses of the article.
4. Practical value: Identify information from the article which you can use to enhance your practice.
5. Attach a copy of the article.

#### *Presentation (45 minutes)*

Each student will work in a task group with four to six other students. Each group will present information about a particular oppressed group. It is expected that the presentation will include practice information as well as basic information about the group. The group will be graded based on the thoroughness of their presentation. It is expected that the groups will use a variety of teaching methods and will include a reference page.

## V. Course Policies, Evaluation & Grading

Each student who enrolls in the S541 course should have a solid understanding of the substantive areas addressed in the courses of the first semester of the initial MSW academic year. Any student who does not believe that s/he is adequately prepared in any or all of the subject areas identified below should contact the professor for an additional reading list: (1) human growth and life-cycle development, (2) the dynamics and significance of the worker-client relationship, (3) theories of human behavior - including personality theories, (4) the patterns and consequences of various manifestations of oppression and their implications for practice, (5) the processes associated with the preparing, beginning, exploring, assessing, contracting, working and evaluating, and ending phases of social work practice, and (6) the values and ethics of the social work profession.

It is expected that students who enroll in the S541 course are pursuing the MSW degree and aspire to become professional social workers. Congruent with those factors, the fundamental values and the ethical code of the social work profession apply to the actions of students enrolled in the course. Therefore, all students should be knowledgeable of the *NASW Code of Ethics*.

Attendance at class sessions is viewed as the personal responsibility of each individual student. Each student is expected to arrive on time. Students are expected to return promptly from the breaks.

Students are expected to participate fully in class activities and discussions. These include a range of experiential as well as cognitive exercises, role play enactments, case presentations, staff conference simulations, and personal work toward goal achievement represent some of the potential learning experiences. In participating, it is expected that the student reflect interest in, and respect for, other class members in a manner that is congruent with the values, ethics and skills of the profession.

In written assignments, students are expected to prepare documents in a professional manner. Submissions should be typewritten in double-space format and carefully edited for spelling and grammar. Papers that are poorly written or edited will result in a significant penalty. Students should closely follow the guidelines of the American Psychological Association (APA) in the citation of sources and preparation of bibliographies. The quality of the citations will be counted toward the grade. Plagiarism, whether intentional or as a result of ignorance, and other forms of cheating are unacceptable and will result in a failing grade for the course. In general, professionally ethical behavior and graduate level scholarship are the expected norms. Unless an emergency situation exists, points will be deducted for written assignments that are submitted after the due date.

Consistent with University policy, grades of "Incomplete" will be granted by the instructor only when a student provides a satisfactory reason for the request (e.g. sickness, family crisis,

etc.), preferably well in advance of the end of the course, and when the student has satisfactorily completed at least three-quarters of the course requirements.

The final grade will be based on total points accumulated.

Paper on individual, family, or group	30 points
Annotated bibliography	10 points
Presentation on an oppressed group	30 points
Final exam	30 points

Student assignments will be individually graded and points will be assigned on the basis of the following scale:

98% = A+	88% = B+	78% = C+	68% = D+	less than 62% = F
95% = A	85% = B	75% = C	65% = D	
92% = A-	82% = B-	72% = C-	62% = D-	

Students are strongly encouraged to evaluate the quality of the content and instruction of class sessions. Students may do so verbally in face-to-face contact with the professor or in writing, anonymously if they prefer, as frequently as they wish. During the final class session members will be encouraged to participate in a group discussion for the purpose of providing evaluative feedback to the instructor. In addition, formal evaluation instruments will be distributed for each student's use. These computerized rating forms are delivered (unseen by the instructor) to the Director's Office where they are processed and reviewed before being returned to the instructor.

## VI. Bibliography

Acosta, F., & Yamamoto, J. (1984, Fall). The utility of group work practice for Hispanic Americans. Social Work with Groups, 63-73.

Albert, J. (1994). Rethinking difference: A cognitive therapy group for chronic mental patients. Social Work with Groups, 17(1/2), 105-121.

Arewa, B.D., First, R.J., & Roth, D. (1988). Homelessness: Understanding the dimensions of the problems of minorities. Social Work, 33(2), 120-125.

Arrow, H., & McGrath, J.E. (1993). Membership matters: How member change and continuity affect small group structure, process, and performance. Small Group Research, 3, 334-361.

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



Beal, G., Bohlen, J., & Raudabaugh, N. (1962). Leadership and dynamic group action. Ames, IA: Iowa State University Press.

Behroozi, C. (1992). Groupwork with involuntary clients: Remotivating strategies. Groupwork, 5(2), 31-41.

Berger, R.M. & Kelly, J.J. (1986). Working with homosexuals of the older elderly population. Social Casework: The Journal of Contemporary Social Work, 67(4), 203-210.

Berman-Rossi, T. (1993). The task and skills of the social worker across stages of group development. Social Work with Groups, 16 (1/2), 69-80.

Berne, E. (1963). The structure and dynamics of organizations and groups. Philadelphia: J. B. Lippincott.

Bilides, D. (1992). Reaching inner-city children: A group work program model for a public middle school. Social Work with Groups, 15(2/3), 129-144.

Bond, G. R., & De Graf-Kaser, R. (1990). Group approaches for persons with severe mental illness: A typology. Social Work with Groups, 13(1), 21-33.

Breton, M. (1989). The need for mutual-aid groups in a drop-in homeless shelter for women: The sistering case. Social Work with Groups, 11(4), 47-61.

Breton, M. (1991). Toward a model of social groupwork practice with marginalised populations. Groupwork, 4(1), 31-47.

Brown, A. (1990). Groupwork with a difference: The group 'mosaic' in residential and day center settings. Groupwork, 3(3), 269-285.

Brown, K. S., & Ziefert, M. (1990). A feminist approach to working with homeless women. Affilia: Journal of Women and Social Work, 5(1), 6-20.

Burlingame, V.S. (1988). Counseling an older person. Social Casework, 69 (9), 588-592.

Camblin, 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), 53-63.

Chang, V.N. (1993). Prevent and empower: A student-to-student strategy with alcohol abuse. Social Work in Education, 15, 207-213.

Chau, K. L. (1989). Sociocultural dissonance among ethnic minority populations. Social Casework, 70, 224-230.

Clarke, P., & Aimable, A. (1990). Groupwork techniques in a residential primary school for emotionally disturbed boys. Groupwork, 3(1), 36-48.

Coley, S., & Beckett, J. (1988). Black battered women: Practice issues. Social Casework: The Journal of Contemporary Social Work, 69(8), 483-490.

Cowger, C.D. (1994). Assessing client strengths: Clinical assessment for client empowerment. Social Work, 39(3), 262-269.

Daley, A., Jennings, J., Beckett, J.O., & Leashore, B. R. (1994). Effective coping strategies of African Americans. Social Work, 40(2), 240-247.

Davis, L. (1984). Essential components of groupwork with Black Americans. Social Work with Groups, 7, 97-109.

Davis, L. (1987, Fall). The significance of color and the challenge of social work. Social Work with Groups, 7-21.

Dail, W. (1990). The psychosocial context of homeless mothers with young children: Program and policy implications. Child Welfare, 69(4), 291-309.

Duffy, T.K. (1994). The check-in and other go-rounds in group work: Guidelines for use. Social Work with Groups, 17(1/2), 163-174.

Elks, M.A., & Kirkhart, K.E. (1993). Evaluating effectiveness from the practitioner perspective. Social Work, 38(5), 554-563.

Ephross, P.H., & Vassil, T.V. (1988). Groups that work: Structure and process. New York: Columbia University Press.

Evans, D., & Shaw, W. (1993). A social group work model for latency-aged children from violent homes. Social Work with Groups, 16(1/2), 97-114.

Farley, J.E. (1994). Transitions in psychiatric inpatient clinical social work. Social Work, 39(2), 207-212.

Fatoret, M. (1993). Physically abused children: Activity as a therapeutic medium. Social Work with Groups, 16(3), 83-96.

Frankenstein, N. (1994). Treatment issues for alcohol and drug dependent pregnant and parenting women. Health and Social Work, 19(1), 7-9.

Gartner, A., & Riessman, F. (1984). The self-help revolution. New York: Human Sciences Press.

Garvin, C., & Reed, B. (1983). Gender issues in social work: An overview. Social Work with Groups, Fall/Winter, 5-18.

George, L., & Gwyther, L. (1986). Caregivers well-being: Multidimensional examination of family caregivers of demented adults. The Gerontologist, 26, 253-259.

Gitterman, A., & Shulman, L. (Eds.). (1994). Mutual aid groups, vulnerable populations and the life cycle. Itasca, IL: F. E. Peacock.

Glasser, P.H., & Mayadas, N.S. (1986). Group workers at work. New Jersey: Rowman & Littlefield.

Gonyea, J. G. (1989). Alzheimer's disease support groups: An analysis of their structure, format, and perceived benefits. Social Work in Health Care, 14(2), 61-71.

Greene, V., & Monahan, D. (1987). The effect of a professionally guided caregiver support and education group on institutionalization of care receivers. The Gerontologist, 27, 716-721.

Gutierrez, L. (1990). Working with women of color: An empowerment perspective. Social Work, 35(2), 149-153.

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Hepler, J.B., & Rose, S.F. (1988). Evaluation of a multi-component group approach for improving the social skills of elementary school children. Journal of Social Service Research, 11(4), 1-18.

Home, A., & Darveau-Fournier, L. (1990). Facing the challenge of developing group services for high risk families. Groupwork, 3(3), 236-248.

Ivey, A.E. (1994) Intentional interviewing and counseling. Pacific Grove, CA: Brooks/Cole.

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Kalter, N., Pickar, J., & Lesowitz, M. (1989). School-based developmental groups for children of divorce. American Journal of Orthopsychiatry, 54, 613-623.

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Keigher, S.M., & Kutza, E.A. (1991). The elderly new homeless: An emerging population at risk. Social Casework: The Journal of Contemporary Social Work, 69(8), 483-490.

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Krajewski-Jaime, E.R. (1991). Folk-healing among Mexican-American families as a consideration in the delivery of child welfare and child health care services. Child Welfare, 70(2), 157-167.

Kurtz, L.F. (1990). The self-help movement: Review of the past decade of research. Social Work with Groups, 13(3), 110-111.

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Lee, J.A. (1991). Empowerment through mutual aid groups: A practice grounded conceptual framework. Groupwork, 4(1), 5-21.

Lee, P., Juan G., & Horn, A.B. (1984). Group work practice with Asian clients. Social Work with Groups, Fall, 37-48.

Logan, S.L., Freeman, E.M., & McRoy, R.G. (1990). Social work practice with Black families: A culturally specific perspective. NY: Longman.

McGonagel, E.M. (1989). Banana splits: A school/parent support program for children of divorce. Lakeside, CA: Interaction Publishers.

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Mistry, T. (1994). Group work with "mixed membership" groups: Issues of race and gender. Social Work with Groups, 17(3), 7-15.

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Moore, S.E. (1992). Cultural sensitivity treatment and research issues with Black adolescent drug users. Child and Adolescent Social Work Journal, 9(3), 249-260.

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Northern, H. (1988). Social work with groups. New York: Columbia University Press.

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women. Affilia, Journal of Women and Social Work, 5(3), 27-38.

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## Writing Project Evaluation Criteria

<u>Theme(s)</u>	<u>Assigned Percentage</u>	<u>Earned Percentage</u>
Provides an overview of the issue/problem.	5	_____
Primary and secondary themes clearly established.	5	_____
Themes <b>relevant to the assignment</b> are supported in the body of the paper.	10	_____
<b>Relevant</b> to the content of the assignment.	10	_____
 <u>Composition and Style</u>		
Organization and arrangement of material is coherent (ideas grouped together; logical order; appropriate paragraphs; introduction, body, conclusion; continuity or orderly presentation of ideas is present; flow of paper is smooth and logical).	20	_____
Basic format and layout is clear and consistent (indent, sub-heading, etc.)	5	_____
Ideas are clear and concise, avoids repetitive information.	5	_____
 <u>Grammar</u>		
Uses complete sentences, sentence structure is not awkward.	10	_____
Punctuation is appropriate and correct and spelling is correct. Evidence of being proofread is present.	10	_____
 <u>Reference</u>		
Documentation of sources/material is integrated appropriated and effectively.	10	_____
Correct reference format is used; appropriate and current sources are cited.	10	_____
<b>Total</b>	<b>100</b>	_____