INDIANA UNIVERSITY
SCHOOL OF SOCIAL WORK

S645 Social Work Practice III: Groups (3 credits)

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I. Course Rationale & Description

This is one of the three social work practice method courses in the Interpersonal Practice Concentration. Building on the foundation practice courses, this course focuses on client groups in social work practice, particularly in relation to the students' field practicum experience. The overall purpose of the course is to help students develop advanced competence for working with groups as a method in interpersonal social work practice.

In the context of the ecological and empowerment perspectives, this course emphasizes the phases of social work with groups, including stages of group development. This approach allows for the incorporation of concepts and principles from a number of theoretical perspectives. Special attention is given to issues of values related to these theories and to the impact of inequality, discrimination, and differential access to opportunity within society on the development and functioning of both individuals and groups in which they hold membership.

The course will be instructed on the basis of the assumption of a major responsibility by students for defining their own learning needs. Thus, students are expected to involve themselves fully and openly in all course activities.

II. Objectives

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

A. Apply social work values and ethics, including understanding of and respect for human diversity on the basis of such factors as gender, ethnicity, and sexual preference, for advanced social work practice with groups.

B. Understand and apply strategies and skills for the promotion of social and economic justice in advanced social work practice with groups.

C. Develop critical thinking skills, including ability to analyze, synthesize, and evaluate relevant theoretical frameworks for advanced practice with groups.

D. Understand differential use of communication skills with a variety of clients, colleagues, and members of the community in the professional relationship.

E. Evaluate and apply findings from relevant research studies to advanced practice with groups.

F. Formulate plans for evaluating interpersonal practice with groups.

G. Apply knowledge and skills from a range of theories (e.g., mainstream, structured) for social work with groups.

H. Understand and develop strategies for meeting the needs of diverse people and populations at risk through interpersonal practice with groups.

I. Understand of the professional use of self in the context of advanced practice with groups.

J. Understand the use of supervision and consultation in relation to advanced practice with groups.

III.   Content Outline & Readings

The major focus of this course will be on advanced practice in social work with groups, focusing on human diversity and models for change.

A. *Required Textbooks*

Fatout, M, F. (1992). Models for change in social group work. New York: Aldine De Gruyter.

Gitterman, A. & Shulman, L. (1994). Mutual aid groups, vulnerable populations, and the life cycle. New York: Columbia University Press.

Jacobs, E., Harvill, R. & Masson, R. (1994). Group counseling: Strategies and skills (Second Edition). Pacific Grove, CA: Brooks/Cole Publishing Company

B. *Course Outline*

Unit I: Overview of the Principles of Group Work (1/12 & 1/26)

1. Objectives:
   (a) To review the principles which are consistent in group work with diverse populations, settings, and challenges.
   (b) To review the role of worker and the phases of group development

2. Required Reading:
   a. Fatout, M, F. (1992). <u>Models for change in social group work.</u> New York: Aldine De Gruyter. Chapter One

   b. Gitterman, A. & Shulman, L. (1994). <u>Mutual aid groups, vulnerable populations, and the life cycle</u>. New York: Columbia University Press. Part One.

   c. Jacobs, E., Harvill, R. & Masson, R. (1994). <u>Group counseling: Strategies and skills.</u> Pacific Grove, CA: Brooks/Cole Publishing Company. Chapters 1 & 2.

   d. Please read a minimum of 1 article from each Section below: other reading as you identify your needs for additional review or special areas of interest.

Elective Readings - Choose a minimum of ONE from each section!
   Section 1. Group Work and the Worker
         Berman-Rossi, T. (1992). Empowering groups through understanding stages of group development. <u>Social Work with Groups, 15</u>(2/3).

         Davis, L. Galinsky, M. & Schopler, J. (1995). RAP: A framework for leadership of multiracial group, <u>Social Work, 40</u>(2).

         Har Paz, N. (1994). Failures in group psychotherapy: The therapist, <u>International Journal of Group Psychotherapy, 44</u>(1).

         Papell, C. & Rothman, B. (1980). Relating the mainstream odel of social work with groups to group psychotherapy and the structured approach. <u>Social Work with Groups, 3</u>(2).

   Section 2. Group Formation
         Behroozi, C., (1992). A model for social work with involuntary applicants in groups. <u>Social Work with Groups, 15</u> (2/3).

         Birnbaum, M. et al. (1989). Institutionalization of a group service in an individual-oriented agency. <u>Social Casework, 70</u>(8).

         Sowers-Hoag, K. & Hoag, J. (1987). Effects of sex composition on behavior in groups. <u>Affilia: Journal of Women in Social Work, 23</u>(4).

         Waltman, D. & Zimpfer, D. (1988). Composition, structure, and duration of treatment. <u>Small Group Behavior, 19</u>(2).

Section 3. Beginning Stage of Group Development
>> Gauron, B. & Rawlings, E. (1975). A procedure for orienting new members to group psychotherapy. , <u>Small Group Behavior, 6.</u>

>> Mullender, A. & Ward, D., (1991). Empowerment through social action group work: The self-directed approach. <u>Social Work with Groups, 14(3/4).</u>

>> Wood, G. & Middleman, R. (1992). Groups to empower battered women. <u>Affilia: Journal of Women and Social Work, 7(4).</u>

Section 4. Working Phase of Group Development
>> Cowgar, C. (1979). Conflict and conflict management in working with groups. <u>Social Work with Groups, 2(4)</u>

>> Hagen, B. (1983). Managing conflict in all-women groups. <u>Social Work with Groups, 6(3/4).</u>

>> Hare, A. (1993). Types of roles in small group. <u>Small Group Research, 25 (3).</u>

>> Mullen, B., Anthony, T,. Salas, E. & Driskell, J. (1993). Group cohesiveness and quality of decision-making. <u>Small Group Research, 25 (2).</u>

>> Unger, R. (1990). Conflict management in group psychotherapy. <u>Small Group Research, 21(3).</u>

Section 5. Ending Stage of Group Development
>> Dies, R. & MacKenzie, R. (Eds.). (1983). <u>Advances in group psychotherapy: Integrating research and practice.</u> NY: International Universities Press.

>> Lewis, B. (1978). An examination of final phase of a group development theory. <u>Small Group Behavior, 9 (4).</u>

>> Rose, S. (1984). Use of data in identifying and resolving group problems in goal-oriented treatment groups. <u>Social Work with Groups, 7 (2).</u>

>> Wayne, J. & Aver, H. (1979). Activities as a tool for group termination. <u>Social Work, 24 (1).</u>

Unit II: Human Diversity and Social Work Practice with Groups (2/2, 2/9, 2/17, 2/23)
   1.   Objectives
          (a)   To apply social work values and ethics with diverse populations
          (b)   To understand and apply strategies and skills for the promotion of social
                  and economic justice
          (c)   To understand the differential use of communication skills in professional
                  relationships with a variety of clients, colleagues, and members of the
                  community
          (d)   To understand and develop strategies for meeting the needs of diverse
                  people and populations at risk

   2.   Readings: All of Gitterman and Shulman, Parts 2-5.

   3.   Assignment: Presentation on "Groupwork with a Special Population"

Unit III: Models for Change in Social Work with Groups (3/2, 3/9, 3/23, 3/30 & 4/6).
   1.   Objectives
          (a) To develop critical thinking skills, including the ability to analyze, synthesis,
                  and evaluate relevant theoretical frameworks
          (b) To apply knowledge and skills from a range of theories

   2.   Readings:
          A. Fatout, Part 2, (Chapters 2-8)
          B. Maier, H. (1981). Models of intervention in work with groups: Which one is
                  yours? Social Work with Groups, 4(3/4), p. 21-36.

   3.   Assignment: Paper and Presentations on Group Work Comparing Two Models

Unit IV: Application, Reflection, and Evaluation (4/13, 4/20, 4/27, 5/4).
   1.   Objectives
          (a) To evaluate and apply findings from relevant research
          (b) To formulate plans for evaluating one's own practice
          (c) To understand the professional use of self
          (d) To understand the use of supervision and consultation in relation to one's
                  practice

   2.   Readings: Fatout, Part III and Gitterman and Shulman, Part 6, Jacobs et al,
          Chapters 3-16 (these readings should be throughout the semester).

   3.   Assignment: Analysis & Reflection paper of a groupwork experience in practicum.

IV.   Course Format & Assignments

Each student is expected to work with a client group in her/his field practicum, employment, or another community agency. In addition, students will be assigned a dual purpose group which will be for purposes of group presentations but will also serve as an opportunity to practice and identify group skills and process. These will serve as the primary source for experiential learning for the course. At the same time, the course will serve as a source of support for enhancing the student's competence in practice with the group in an agency setting. This group may serve as the model for all assignments but this is not a requirement. Outlines for papers are attached.

V.   Course Policies, Evaluation & Grading

A. Grading of assignments will be assigned the following weight:

A+	194-200
A	188-193
A-	182-187
B+	176-181
B	170-175
B-	164-169
C+	158-163
C	152-157

Analysis of in-class group (32 pts. each)	-	64
Presentation on special population	-	35
Analysis of in-class leadership	-	20
Paper & presentation on models	-	61
Reflection & self-analysis paper	-	20
		200

Students will have the opportunity to provide written evaluation of the course experience and its instruction through the standardized School of Social Work evaluation form administered at the end of the semester.

B. Please organize your papers and presentations according to the outlines provided below:
1.   Each section should contain references reflecting your attention to a review of appropriate literature. References should not be limited to those appearing in the course bibliography. Do not include any item on your reference sheet which has not been cited in your paper.
2.   Adequacy, clarity, and organization of content;
   a.   Completion of all aspects of paper.

    b.   Demonstration of sensitivity and awareness toward issues of race, class, gender, sexual orientation and ablism.

    c.   Specific evaluative or theoretical concepts supported by concrete examples and/or observations.

    d.   Demonstration of appropriate usage of group words, concepts and language.

3. Analysis:

    a.   Demonstration of a thoughtful, critical response to the assignment.

    b.   Demonstration of awareness of self and personal reflection.

4.   Selection, integration, and citation of theoretical concepts and principles;

    a.   Demonstration of integration of classroom learning.

    b.   Demonstration of appropriate support for statements.

5.   Writing style including correct use of APA format.

VI. Description of Class Presentations and Written Assignments

In relation to the course objectives, these assignments have been designed to facilitate your understanding of social work practice with groups and to help you develop cognitive skills. These are opportunities for you to make connections among various class experiences and your independent efforts (e.g., readings).

A.. Analysis of In-class Group

Date of group session_____Session #_____

1. Brief summary of what happened in the session. In the paper due on February 9, include your plans for your group (leadership plan, group rules, goals of group, expected benefits from group).
2. Discussions of your participation, your feelings, and what you learned about yourself. Identify your role in group. Discuss your impact on group functioning and ability of group to achieve its goals.
3. Discussion of group leader covering such topics as whether goals for the session were clear, what techniques the leader used, whether the leader effectively connected with each member of the group, what methods the leader used to invite effective group interaction and to handle ineffective group interaction.
4. Identify what stage of group development your group is in. Briefly explain this stage of development. Use very specific information such as observations and quotations from the group to validate your analysis of the group's stage of development.
5. Discuss how such variables as gender, race/ethnicity, sexual orientation, age, socioeconomic status, etc. impact you and the group.
6. Identify two characteristics of an effective or ineffective group. Again, using very specific information to prove your evaluative comments, discuss the effectiveness of your group. Identify one thing that you could do to improve the effectiveness of your group. In your second paper, list the characteristics used in previous papers and use different characteristics. Also, think back over the life of your group and make specific suggestions for improving its effectiveness.
7. Discuss one curative element of mutual aid groups. Discuss how this element is working in your group. Remember all generalizations and evaluations must be supported with data. In your second paper, identify the curative element used in your previous papers and use different elements.
8. Using references from your class readings, define one group concept. Analyze the functioning of your group using that concept. In your second papers, identify the group concept used in your previous papers and use a different concept.
9. Explain one exercise that you believe would be helpful to your group. Explain the exercise and discuss what value it would have for your group. Good papers will give specific information about the group and the reason for your choice of this particular exercise.

Grading: Although these papers do not need to be long, they should be well written, typed, and appropriately referenced. In general, your textbooks plus a minimum of one additional reference should be adequate. Excellent papers will define concepts clearly and include specific evaluative statements that are well supported with information from observations of your group. Use of your session recordings should help you develop these papers. Session recordings should be attached to this paper. Points 2 thru 9 are worth 4 points each, totalling 32 points. Point 1 sets the stage but is not a part of the grade. These papers are due February 9 and April 27.

Outlines for Assignments:

B.   <u>Group Work with a Specific Population</u> Presentations
    1.   In this presentation, you will be expected to discuss a specific population focusing on unique characteristics that relate to this population's functioning in group. As you think about forming a group for this population, consider such issues as the effects of the agency setting on the group, composition of the group, formation of the group, leadership style for the group, general type of group you are proposing, and possible challenges related to phases of group development. Presentations are due 9/22 and 9/29.
    2.   Topics to be included:
        a.   <u>Issues related to Mission of Agency</u>
        b.   <u>Rationale for groupwork with this population</u>
            1.   What is the general purpose of the group and how does the purpose relate to the need of prospective members and to the agency mission?
            2.   What are tentative objectives for the group?
            3.   What theories of human behavior and/or social work practice are relevant here?
            4.   What <u>type</u> of the group would be most appropriate?
            5.   What are the overall goals of the group?
        c.   <u>Group Attributes related to this population</u>
            1.   What are criteria for the group <u>composition</u>?
            2.   What is the group <u>size</u>?
            3.   What are the initial <u>rules</u> (explicit norms) for the group membership and participation?
            4.   What content and program activities are appropriate for the group?
            5   What are possible challenges related to phases of group development?
        d.   <u>Group Leadership related to this population</u>
            1.   Discuss leadership style appropriate for this population.
            2.   What additional training or education would you need to effectively lead such a group?
            3.   Discuss possible challenges or implications posed by your race, gender, age, or other unique characteristics.
        e.   <u>Temporal and Physical Factors related to this population</u>
            1.   Will this group have closed or open membership?
            2.   How often will the group meet?
            3.   How long will the group meet and when are the meetings scheduled
            4.   What kind of space and physical arrangements are needed for the group meetings?
            5.   Will the group be time-limited or open-ended?
        f.   <u>Organizational Arrangement related to this population</u>
            1.   How will members be recruited?

2.   What are implications of the group service for the sponsoring agency as a whole and for other departments and staff, and how will such implications be addressed?

3.   How will the agency evaluate the effectiveness of the group?

Grading: Each section of the presentation and the overall style and quality of the presentation will be worth 5 points, totalling 35 points. Students will be responsible for grading one presentation, along with the evaluation by the faculty instructor. It is expected that each group will assemble, distribute and refer to a Bibliography specifically related to groupwork with the identified population.

Presentations will be on 2/9, 2/17 & 2/23.

C.   Self Assessment of Your Leadership of Dual Purpose Group

Give specific examples to support your conclusions for each of the following:

1.   What role did you play in fostering an interactive climate among the members of the group?

2.   What do you identify as your "interpersonal skills" that contribute to effective group work?

3.   How did such variables as gender, race/ethnicity, sexual orientation, age socioeconomic status, etc., impact on you and the group in this experience?

4.   What knowledge relative to how group's function and the associated skills for intervening did you employ in your leadership role?

5.   How do the members of your group view your effectiveness as a leader? What are the implications for your future work with groups? What specific plans do you have for continuing to expand your knowledge and skill relative to groups?

Attach copies of your peer supervision reports to this paper.

Grading: 1 through 5 are worth 4 points each, totalling 20 points. This paper is due on March 9.

D.   Group Work Comparing Two Models

1.   In this paper you will discuss two models of group work practice and their use with your specific population. If your chosen model does not offer guidance related such social work issues as the promotion of social and economic justice, you will need to discuss how you would add these elements.

2.   Outline of content - **for each model**:
       a. Explication of each model

1. Historical development of the model
2. Goals and major principles of theory
3. Role of group workers and procedures for conducting group (use of insight vs. action.)
4. Fit of this theory with social work dual perspective.
5. A group exercise that fits with the model.
6. Evaluation process & current empirical research on efficacy of this theory
7. Use of this model with your particular population (a minimum of 2 journal citations required here!)
8. A group exercise that fits with this model.

b. Analysis of models and rationale for choosing one given your specific population.

3.   Grading: 1 - 8 are worth 5 points each; Section b is worth 10 points, totaling 45 points. The presentation will be worth 16 points & will be given on 3/23, 3/30 & 4/6. With the presentation, each group will include a 1 page summary and reference sheet and direction of the group exercise.

V.   Reflection and Self-Analysis Paper
    A.   This paper will be based upon your group work practice in your practicum. The purpose of this paper is to synthesize your learning from this course. This paper will be written individually. Use the feedback from your group to review your draft of the paper.
    B.   Outline of content
        6.   A summary of significant events in the group sessions (about one page)
        7.   A summary of the group characteristics (e.g., norms, cohesion) and processes (stages of development, problem-solving) in terms of the whole group experience (about two pages).
        8.   As the worker, what goals did you try to achieve throughout the group experience and what skills did you use to achieve those goals (about one page)?
        9.   An evaluation of the group itself - how successful was the group in meeting its goals and what evidence do you have to show it (About one page)?
        10.   A self-evaluation of your performance as the group worker and a summary of what you learned from the group experience (about one page).
    C.   Grading: Sections 2 through 5 are each worth 5 points, totalling 20 points. (Description of the events is necessary, but not particularly gradeable!

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Primary Reference Books

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Overview

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The Worker: Function and Skills

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Models and Approaches

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