

SIMMONS COLLEGE SCHOOL OF SOCIAL WORK
Introduction to Social Work with Groups: 577
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Course Description:

Social work with groups began in the settlement houses of the Progressive era. The objective of group work was to diminish the effects of poverty and racial or ethnic marginalization by creating stronger, more supportive relationships in the community. In groups, clients can find kinship, voice, empowerment, and the skills that enable them to be higher functioning, build more meaningful connections with those in their lives, and mobilize for social change.

We will begin this course by exploring the group-as-whole as an organism that is unique, needs care and protection, and undertakes a developmental journey throughout its life. We will look at the differential impact of individual members and the roles that they play on group development and process. We will concurrently explore theory and build practice skills against a backdrop of varying client populations and settings. While doing thus, we will also consider the importance of group purpose, agency setting and culture, structural elements that create safety and build cohesion, and the benefits and challenges of group co-facilitation, gender, age, race, and ethnicity on group process. We will also explore the group as a model for social action, and a place where clients can obtain skills needed to negotiate multiple social systems and strengthen their abilities to advocate for themselves. Lastly, we will consider the importance of evaluating the efficacy of group work for its participants, which is consistent with evidence-based practice.

Reading assignments, class discussions, field interviews, written assignments and classroom activities will incorporate the themes, concerns, and practice dilemmas that students face currently in their field work and are likely to encounter in their professional lives after graduation.

Materials for the Course

Course materials are available on the course website at <http://mysimmons.edu>. Click "elearning" and login with your username and ID. Click the appropriate course number and section. Your user name is your Simmons username and your ID is your Simmons

ID number. **Please bring your course syllabus to the first class and have it with you for each class thereafter.**

Most journal articles can be accessed through the library reserve link. Occasionally, you will have to take an article or chapter out from the Beatley Reserve Desk and copy it for yourself. We are only allowed to put a certain number of readings, or a certain percentage of readings from a text on reserve; this is in compliance with Copyright laws. Handouts will be distributed in class or via email from the instructor.

Values:

The following values inform the learning objectives and expectations for classroom engagement between the instructor and the students, and between student colleagues:

1. An increased comfort and confidence in facilitating groups in varied settings.
2. Respect for and a commitment to social group work as a useful treatment modality and method that embodies the values of the social work profession.
3. Appreciate group work's value of and orientation towards the needs and primacy of the collective as opposed to that of the individual.
4. Group work as the birthplace for social reform and change.
5. Participate in relaying thoughtful, constructive, supportive feedback and consultation during class discussions and case presentations.
6. Demonstrate curiosity, open mindedness, and respect for the instructor and peers.

Student outcomes are based on seven out of ten core competencies that have been determined by the CSWE Standards for Accreditation. They include:

- 2.1.1. Identify as a professional social worker and conduct oneself accordingly.
- 2.1.2. Apply social work ethical principle to guide professional practice.
- 2.1.3. Apply critical thinking to inform and communicate professional judgments.
- 2.1.4. Engage diversity and difference in practice.
- 2.1.6. Engage in research-informed practice and practice-informed research.
- 2.1.9. Respond to contexts that shape practice.
- 2.1.10. Engage, assess, intervene, and evaluate groups, communities, and organizations.

Student Outcomes and Competencies:

Student outcomes are determined by participation in class and performance on required assignments. These are the concretization of the competencies.

1. **Learning Objective:** Ability to understand the inter-relational or mutual aid perspective of social group work and how it differs from psychodynamic group psychotherapy.

Competence area: Theory and application of theory; Comparative approaches to social work with group; mutual aid approach to social work with groups; history of group work within the profession.

Measures: Written assignments #1, mid-term paper, final paper, and classroom role plays and experiential exercises.

2. **Learning Objective:** Group developmental theory, which includes an understanding of what the expectations are of the worker at each phase, what the group members may be feeling and needing at each phase, and the ways in which these dynamics inform clinical interventions and group process.
Competence area: formulate a sessional contract; interventions that elucidate increased member interactions; interventions that contain, maintain, or restore safety.
Measures: In class viewing of a film with concomitant discussion, role plays, written assignment #3, midterm and final assignments.
3. **Learning Objective:** Group typology
Competence area: Understand the similarities and differences between small groups, didactic groups, support groups, peer-led groups, task-oriented groups, psychoeducation groups, social rehab groups, curriculum-based groups (DBT and CBT), and treatment groups.
Measures: Classroom discussion, written assignments #1 and #2, midterm and final assignments.
4. **Learning Objective:** Role Theory
Competence area: Identify and understand the meaning and impact that the roles that group members assume during the course of a group are indicative of group development, safety or lack there of, and can be important catalysts for group process.
Measures: Film, class discussion and role-plays, midterm and final assignments.
5. **Learning Objective:** Differential use of worker's self on group process.
Competence area: Worker's four main functions; sessional and group contracting, worker's ability to differentiate between latent and manifest content; worker's ability to understand and make use of silence in group process; worker's ability to set limits on acting out behaviors in a non-punitive and thoughtful way that supports the group's integrity.
Measures: class discussions, role-plays, mid-term and final written assignments.
6. **Learning Objective:** The impact of agency culture on group development and group members' experience.
Competence area: Understand and appreciate the manifold ways that agency mission and the attitude of clinicians in an agency towards groups can directly impact the success of a group service.
Measures: Class discussions, Assignment #3, midterm and final assignments.

7. **Learning Objective:** Explore the impact of worker-client diversity on group development.
Competence areas: To elucidate and appreciate the effects of racism, heterosexism and homophobia, sexism, and other forms of bias on group process; to understand the impact those larger systems have on clients, and the ways in which systemic forms of oppression manifest in groups.
Measures: Classroom exercises, discussion of students' fieldwork, attendance at Diversity Week activities, mid-term and final assignments.
8. **Learning Objective:** Discuss the ethical dilemmas that arise in group work.
Competence areas: Challenges to maintaining confidentiality in groups; NASW Code of Ethics; AASWG Standards of Practice for Social work with Groups
Measures: Classroom discussion of clinical challenges and ethical dilemmas, final assignment.
9. **Learning Objectives:** Application of Evidence Based Practice to group work.
Competence areas: ethical implications of evidence based or evidence informed group work practice; client centered evidence based practice; searching for and evaluating the utility of multiple forms of evidence; integrating evidence based practice into clinical practice as a method of maintaining high standards of service provision and continually improving quality of care.
Measures: Formulating answerable question; talking through search for evidence in classroom discussion; Assignment #4.

COURSE REQUIREMENTS AND EVALUATION OF STUDENT PERFORMANCE

- *It is recommended that all students participating in this course facilitate a group in the field, or have regular access to observe a group. The class will heavily draw upon, and be enriched by examples from students' field experience.*
- Class participation: 15% (class participation includes ability to discuss one's own work, present article summaries as part of a reading group, and peer feedback given during case conferences.
- Natural Group Observation: 10%
- Attendance at one 12-step or community-based support group and accompanying reaction paper: 10%
- Group Proposal or interview with a group worker: 10%
- Evidence-Based Group Work Paper: 20%
- Final Written Assignment: 35%

This syllabus is not a contract. The instructor reserves the right to alter course requirements and/or assignments based on new materials, class discussions, or other legitimate pedagogical objectives.

Class Preparation:

Class participation, attendance, timeliness, and preparation are required and considered during final grading. Two absences are permitted per semester. An excess of this will result in the lowering in a student's final grade unless the student has experienced a lifecycle crisis or a significant extenuating circumstance. If an absence is necessary, please contact the instructor.

With regard to tardiness: students are expected to be in class on time. If a student is more than ten minutes late to class, this will equal half an unexcused absence. Group members are often held to these standards, and we must "live" the work that we will be doing with them.

To fully participate in class, students are expected to complete the required readings and field/written assignments. It is suggested that students note three reactions to each reading in order to facilitate a richer and more involved, student-centered class discussion.

Statement on Disabilities:

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning, and psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in this class, it is important that at the start of the semester, preferably within the first two weeks, you contact the Academic Support Center at 617-521-2472/2473. Students with disabilities receiving accommodations are encouraged to contact their instructors within the first two weeks of the semester to discuss their individual needs for accommodations.

Library Resources

The School of Social Work Librarian is Gianna Gifford, x2777. She is a wonderful resource. She and the other library staff are available to assist you with using College Library resources, on-line and on-campus. This includes assistance with how to search for professional and scholarly literature for class preparation and assignments

Citations for References Used in Written Work

It is expected that you will cite scholarly literature from the course readings and from outside sources found in professional books, journals, and carefully selected and approved websites, in your written work. All citations for references used in written work and all reference lists must follow the American Psychological Association Manual, Fifth Edition. Failure to do so will affect your grade. If you have any questions about how to do this and what resources to consult, please contact the instructor. You may also refer to <http://www.apastyle.org/electref.html>. You may also use "refworks," which is an APA

approved citation formatting program. You will be taught how to use reworks during your Tech comps, but additional help with this can be obtained through Gianna Gifford and the library staff.

School of Social Work Policy on Plagiarism

- Plagiarism is intentionally or unintentionally using someone's words, works, thoughts, or ideas without giving proper credit.
- When a source is not cited, it is assumed that the words, works, thoughts, or ideas are the sole product of the student.
- Plagiarism includes handing in as one's own work a paper on which a student has received extensive aid without acknowledging that help.
- When a paper borrows from any source the extent and nature of the borrowing must, to avoid the charge of dishonesty, be fully and explicitly noted in the text or in footnotes.
- Direct quotations must be differentiated from text by using quotation marks or by indenting or single spacing and accompanied by appropriate APA citation.
- The use of papers or other work obtained from commercial or other services is a clear case of plagiarism and is specifically prohibited.
- Lending your own work for another student to use is also specifically prohibited.
- Submitting work that is not your own will lead to disciplinary action.

HIPAA Guidelines

All social workers are required to adhere to HIPAA (Health Insurance Portability and Accountability Act of 1996, Public Law 104-191) regulations regarding the privacy of client information outside the agency setting. Unless you have the client's written permission, confidentiality must be strictly maintained when discussing or writing about clients in the classroom, in assignments and in process recordings.

REQUIRED TEXTS:

There are three required texts for this course. They are available on websites and through the Simmons Bookstore. Readings are also on reserve at the library.

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

Malekoff, A. (2004). *Group work with adolescents: principles and practice*. New York/London: The Guilford Press.

Steinberg, D.M. (2004). *The mutual-aid approach to working with groups: helping people help one another, second edition*. New York: The Haworth Press.

RECOMMENDED TEXTS:

Garvin, C.D., Gutierrez, L.M., & Galinsky, M.J., (Eds.), (2004). *Handbook of social work with groups*. New York: The Guilford Press.

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

Macgowan, M.J. (2008). *A guide to evidence-based group work*. New York: Oxford University Press.

Shulman, L.E. (2009). *The skills of helping individuals, families, groups, and Communities, sixth edition*. US: Brooks/Cole Cengage Learning.

ASSIGNMENTS

The assignments and their requirements are listed in the order that they are due.

Assignment #1, due in class, session #1.

For 20 minutes observe a natural group of your choice. What do you see? What kinds of interactions do you note? Write up your observations in a 1-2 page paper.

Assignment #2, due in class #3:

Attend any community-based support group of your choice. You must identify yourself as a social work student. Not doing so is unethical. You may locate groups on-line and on the web. Please be sure not to attend a closed group. Write a 2 pg. paper that addresses the following:

- 1). What are your thoughts about this group?
- 2). What was it like to attend this group? What kinds of thoughts, feelings, and associations did you have when walking into the room and throughout the meeting?
- 3). According to the literature, does this group meet the criteria of a support group or a self-help group, and why?

Assignment #3, due in class #6:

Interview any group worker in the field. Please make sure to obtain informed consent, which will be emailed to you by your instructor. Please obtain and write about the following things:

- How does this worker define group work?

- What modality of group treatment does s/he identify with?
- What is his/her philosophy about group process?
- How does s/he define latent and manifest content?
- Does s/he value content over process or vice versa?
- How does the agency setting and mission impact delivery of group services?
- What does s/he most want you to understand or appreciate about group work?
- Ask two questions not included in this inventory.

This paper should not exceed three pages. It is a reaction to what your respondent taught you. Please do not produce a script of the interview. This is a reflection of your conversation with the respondent.

You may also choose to write a group proposal, which should include the following:

- Target client population
- Group purpose (support with literature)
- Group setting
- Group culture/norms
- Sessional Contract
- Recruitment and Marketing strategies
- Anticipated barriers to getting this group service up and running.
- What is the duration of this group? (provide justification)
- Group rules/expectations

Assignment #4: Evidence-informed group work practice. Due in class, session #9.

This paper is limited to 5 pages, not including references.

1. Choose a group from your practice or you may use the in-class experiential group.
2. Provide an economical description of the agency setting, group purpose, and the some relevant background about the group members.
3. Describe norms and summarize the group's culture.
4. Choose a significant clinical moment where there was a clear demand for work and you intervened on behalf of an individual or the group.
5. Formulate an answerable question that reflects the problem or demand for work posed by a member or the group-as-a-whole.
6. Search for evidence. Document the ways in which you do this and the types of evidence that you review. Include these in your reference list.
7. Interrogate the evidence based on rigor and utility.
8. Based on the evidence (albeit hypothetical), what is an alternative intervention that you could try or a change you could make in your facilitation to bring about different results or catalyze a different group dynamic? What might the outcome be?

9. Briefly propose a distal or proximal study to routinely assess the effectiveness of your group work.

Assignment #5: Final Paper due on the last day of class.

Students can choose from one of two options. You may use material from a group you are currently facilitating, one you have facilitated in the past, a group you were able to observe at least twice, or the in-class experiential group.

- The purpose of this paper is to integrate course material and discussions, your clinical experience, and practice wisdom.
- This paper should be 8-10 pages, doubled spaced, standard 12 point font size, with correct APA (fifth edition) format. Process material should be incorporated into the text.
- This paper should contain at least seven data sources

Option #1: Special Issues Paper

For this assignment you will choose any issue that is relevant to the group. Whatever topic or issue you choose will form the basis of your analysis. The special issue is the lens with which you explore your thinking about a significant clinical moment and the group process. This issue should have had some bearing on group dynamics and on your development as a social group worker. Examples of special issues include, but are not limited to: race, group development, silence, rules, impact of worker's race or gender, lateness, acting out behaviors, etc. Please include the following information listed below.

1. **A description of the group.** This should include the community and setting in which the group functions, the purpose of the group, a brief description of the members of the group (gender, age, ethnicity, culture, presenting problems), structure of the group-as-a-whole (norms, roles, how members communicate with each other, etc.)
2. **A description of the setting and agency culture.** For example, what is the agency's attitude toward this group? In what ways has that impacted or not impacted your experience and/or effectiveness as a group worker? What is the history of this group's existence? Did you inherit it? Is there any relevant group folklore that impacted your experience? What other aspects of setting and agency culture are relevant?
3. **What is the special issue or clinical challenge that emerged from the group and is the focus of your analysis?** What impact did that special issue or clinical challenge have on the group in terms of its development and ability to be effective? In what way did the special issue impact your development and/or efficacy as a group worker? Please support your analysis with concepts from the readings and class discussions.

4. Present a **clinical moment** from one session or look at five interventions over consecutive sessions. Consider what was going on in the group. Set the stage and explore the following.
 - a. What prompted you to intervene in the way that you did?
 - b. What external stimuli (group interactions, non-verbal communication, noises outside the room, other factors in the room) do you think you were responding to?
 - c. What internal stimuli (your own thoughts, your own issues, other internal feelings which were influencing you) were you responding to?

The interventions you choose should highlight a new insight you have gained or represent a moment when you were particularly challenged in some way. Discuss your assessment of the group dynamics that informed each of your interventions. Please underline each intervention so that it is readily identifiable.

Please consider and include the following themes:

1. Explore your development over time as a group worker.
2. What progress has the group made while you observed or facilitated it?
3. Explore any co-therapist-related issues where applicable and relevant.
4. Discuss **ethical considerations** and dilemmas relevant to your topic and the group process.
5. What is your **prognosis** for this group's future?
6. (For Spring Semester only) Please include termination or transfer plans. How is your termination impacting the group process?
7. What have you learned from this group experience with regard to group process and yourself as a social group worker?
- 8.

Note: Integrate theory from readings and class discussions throughout your discussion. You can organize your paper in anyway that you wish, as long as you address the required content areas. You may also draw from literature and data sources from other classes or discover through a literature source. A minimum of five separate data sources is required for an assignment of this kind.

Option #2: Critical Incident Analysis

The purpose of this assignment is to give you a chance to dissect your thought processes and clinical interventions. It will allow you to break down a significant clinical moment (approx. five interventions) from a group session and scrutinize it to further your self awareness and learning from multiple perspectives. There are many ways to make meaning of a given clinical moment. This assignment allows you to really examine the group, your work, and in so doing, deepen and broaden your practice wisdom. You will be required to extrapolate from the literature and class discussions, and integrate theoretical concepts with your evolving understanding of your role as a facilitator and your growing awareness of and appreciation for group process.

Please include the following information:

1. **A description of the group.** This should include the community and setting in which the group functions, the purpose of the group, a brief description of the members of the group (gender, age, ethnicity, culture, presenting problems), structure of the group-as-a-whole (norms, roles, how members communicate with each other, etc.), and how the topic has been relevant to the process of the group over time.

1. Include **five excerpts of process** to illustrate the chosen topic. Please present the five excerpts in script form and underline them in order to make them easily identifiable.
2. Take each intervention and discuss the following: what do you think was going on in the group before the intervention or event occurred; how the group responded, and what sense you made of the group's response; what you were thinking, and how you responded to the group's stimuli. Please discuss each intervention or process excerpt in this way, and integrate relevant literature.
4. Discuss ethical considerations and dilemmas relevant to your topic and the group process.
5. What is your prognosis for the future of the group with respect to your selected topic? Please include termination or transfer plans. How is your termination impacting the group process?
6. What have you learned from this group experience with regard to group process and yourself as a social group worker?
7. Do you think the work you are doing in this group has been effective? Formulate an answerable question, and then describe the steps you would take to search for evidence in order to assess the efficacy of your interventions. How might you use evidence to inform best practices going forward?

COURSE OUTLINE

Session I:

Objectives:

Introduction of the class, participants and instructor.
 Review of the syllabus and assignments.
 What is a group?
 Typology of groups
 A brief history of Social Group Work.

Assigned Readings:

Association for the advancement of social work with groups, inc. (2006). Standards for social work practice with groups. www.aaswg.org (search term "standards for social work practice with groups). Note: print out the standards and bring them to class. We will refer to them throughout the semester.

Kurland, R., & Salmon, R. (1998). Purpose: a misunderstood and misused keystone of group work practice. *Social work with groups*, 21(3), 5-17.

Kurland, R., & Salmon, R. (1993). Groupwork versus casework in a group. *Groupwork*, 6(1), 5-16.

Northern, H., & Kurland, R. (2001). *Social work with groups*, 3rd edition. New York: Columbia University Press (pp. 55-78).

Session II: Assignment #1 is due today.

Objectives:

- To define group work versus individual casework in a group setting.
- Discuss latent versus manifest content.
- Worker's functions (Gitterman & Shulman)
- Introduction to group development: three comparative models of group development (Boston Model, Mutual Aid, Feminist Relational Model).

Assigned Readings:

Brandler, S., & Roman, C.P. (1999). *Group work: skills and strategies for effective interventions* (pp. 9-13; 15-40). New York: Haworth Press.

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

Malekoff, A. (2004). *Group work with adolescents: principles and practice* (pp.35-52). New York/London: The Guilford Press.

Marchini, J. (2009). The use of group work with New York city firefighters post 9/11. In C.S. Cohen, M.H. Phillips, & M. Henson, (Eds.), *Strength and diversity in social work with groups* (pp. 81-91). New York: Routledge Press.

Session III:

Objectives:

Assignment #2 is due today.

Film: We will begin to watch and discuss, in depth, a mandated adolescent group, which you will see evolve from the pre-affiliation phase through termination.

Assigned Readings:

Cox, E.O. (1991). The critical role of social action in empowerment oriented groups. In A. Vinik and M. Levin (Eds.), *Social action in group work* (pp. 77-90). New York: The Haworth Press.

Malekoff, A. (2004). *Group work with adolescents: principles and practice* (pp. 53-58). New York/London: The Guilford Press.

Steinberg, D.M. (2004). *The mutual-aid approach to working with groups: helping people help one another* (pp. 3-8; 13-33). New York: The Haworth Press.

Session IV and V:

Objectives:

To finish viewing and discussing the film.

To define and exemplify the following group work skills:

sessional contracting

limit setting

elaboration skills

mediation skills

scanning

skills of support and sustainment

pre-group planning

consistency and structure.

group rules and policies (attendance, lateness, acting out, and leaving the group).

Content versus process response.

Group-as-a-whole interventions.

Impact of agency setting and time.

Use and impact of silence.

Impact of worker's gender, race, age, ethnicity and sexual orientation on the group-as-a-whole, and vice versa.

Assigned Readings:

Brandler, S., & Roman, C.P. (1999). *Group work: skills and strategies for effective interventions, second edition* (pp. 41-81). New York: The Haworth Press.

Gitterman, A., & Shulman, L. (Eds.), (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle* (pp. 38-72). New York: Columbia University Press.

Steinberg, D.M. (2004). *The mutual-aid approach to working with groups: helping people help one another* (pp. 35-75). New York: The Haworth Press.

Session VI:

Assignment #4 is due today

Objectives:

To define and begin to discuss group work with at risk populations, “problem clients”, and addicted populations. We will identify our own biases, highlight the challenges, and explore the potential that groups have for helping at risk clients--providing strength, support, education and normalization.

Pre-group planning for in-class experiential group.

Assigned Readings:

Thomas, H., & Caplan, T. (1999). Spinning the group process wheel: effective facilitation techniques for motivating involuntary client groups. *Social work with groups*, 21 (4), 3-21.

Shulman, L. (2005). Persons with AIDS in substance-abusing recovery: managing the Interaction between the two. In A. Gitterman & L. Shulman (Eds.). *Mutual Aid Groups, vulnerable and resilient populations, and the life cycle* (pp. 266-289). New York: Columbia University Press.

Choose one from the following options:

Spiegelman, J.S., & Werth, J.L., Jr. (2005). Don't forget about me: the experiences Of therapists-in-training after a client has attempted suicide. *Women & therapy*, 28 (1), 35-57.

Strom-Gottfried, K., & Mowbray, N.D. (2006). Who heals the helper? Facilitating the social worker's grief. *Families in society, Jan-Mar*; 87(1), 9-15.

Session VII:

Objectives:

Evidence-based group work practice, which asks the following question:

How do we know if what we are doing in groups is actually helping group members?

Assigned Readings:

Macgowan, M.J. (2008). *A guide to evidence-based group work*. New York: Oxford University Press (pp. 1-17; 21-30; 78-118).

Session VIII:**Objectives:**

To explore how diversity impacts group process, and the importance of directly addressing issues pertaining to diversity in the group.

Assigned Readings:

Camacho, S.F. (2001). Addressing conflict rooted in diversity: the role of the facilitator. *Social Work with Groups*, 24 (3/4), 135-152.

Drumm, K. (2004). An examination of group work with old lesbians struggling with a lack of intimacy by using a record of service. In R. Salmon & R. Graziano (Eds.), *Group work and aging: issues in practice, research, and education*. New York: The Haworth Press (pp. 25-52).

Malekoff, A. (2004). *Group work with adolescents: principles and practice* (pp. 207-232). New York/London: The Guilford Press.

Session IX:**Objectives:**

Assignment #4 is due today.

First in-class experiential group (50 minutes) and process.

Readings:

Duffy, T.K. (2001). White gloves and cracked vases: how metaphors help group workers construct new perspectives and responses. *Social work with groups*

Gitterman, A., & Shulman, L. (Eds.), (2005). *Mutual aid groups, vulnerable and resilient Populations, and the life cycle* (pp. 73-110). New York: Columbia University Press.

Lang, N.C. (2004). Concurrent interventions in multiple domains: the essence of social work with groups. *Social Work with Groups*, 27 (1), 35-51.

Session X:**Objectives:**

In-class experiential group (50 minutes) and process.

Assigned Readings:

Brandler, S., & Roman, C.P. (1999). *Group work: skills and strategies for effective interventions* (pp. 179-206). New York: The Haworth Press.

Northern, H., & Kurland, R. (2001). *Social work with groups*, 3rd edition. New York: Columbia University Press (pp. 214-237).

Session XI:

Objectives:

In-class experiential group (50 minutes) and process.

Assigned Reading

Steinberg, D.M. (2004). *The mutual-aid approach to working with groups: helping people help one another*, second edition (pp. 77-124). New York: Haworth Press

Session XII:

Objectives:

To discuss the complexities of ethics in relation to social group work. We will explore the following concepts as we review and discuss case vignettes.

- confidentiality
- selection criteria
- client honesty
- breaches of group contract
- safety contracts
- substance abuse contracts
- expelling clients from treatment
- other dilemmas raised by the class

Assigned Readings:

Brandler, S., Roman, C.P. (1999). *Group work: skills and strategies for effective interventions* (pp. 207-229). New York: The Haworth Press.

Congress, E.P., & Lynn, M. (1997). Group work practice in the community: navigating the slippery slope of ethical dilemmas. *Social work with groups*, 20 (3), 61-73).

Northern, H. (2004). Ethics and values in group work. In C.D. Garvin, L.M. Gutierrez, & M.J. Galinsky (Eds.), *Handbook of social work with groups* (pp. 76-90). New York: The Guilford Press.

Session XIII:**Objectives:****Activity Workshop!**

For future reference, there is a lovely glossary of group games and activities in Brandler and Roman. Malekoff also offers wonderfully creative ideas for poetry and story writing in groups.

Note: activities and the materials you are required to bring may vary by instructor. Please check with your instructor to confirm what you will need to provide for the workshop.

What to bring for the workshop.

- Two large pieces of construction paper or poster board.
- crayons or markers.
- scissors
- glue stick or scotch tape
- two magazines you won't mind throwing away.

Assigned Readings:

Brandler, S., & Roman, C.P. (1999). *Group work: skills and strategies for effective interventions* (pp. 83-111; 277-294). New York: The Haworth Press.

Hallas, V. (2006). You don't always have to pick up your mess right away: how being messy can be really neat! In A. Malekoff, R. Salmon, & D.M. Steinberg, (Eds.). *Making joyful noise: the art, science, and soul of group work*. New York: Haworth Press (pp. 175-193).

Malekoff, A. (2004). *Group work with adolescents: principles and practice* (pp. 329-338). New York/London: The Guilford Press.

Session XIV:

Final Papers are due today.

Objectives: To discuss endings and transitions.
 To discuss how to form and begin a group.
 Discuss what goes into assessing the need for a group and how to market within an agency and within the community.
 Termination.

Assigned Reading:

Note: These are two beautiful pieces that focus on group work in New York city, post-9/11. You may choose which one you read.

Lynn, M., & Nisivoccia, D. (2005). When the world no longer feels safe: helping Children through mutual aid. In A. Gitterman & L. Shulman (Eds.). *Mutual aid, vulnerable and resilient populations, and the life cycle* (pp. 139-162). New York: Columbia University Press.

Malekoff, A., (2004). *Group work with adolescents: principles and practice* (pp. 249-274). New York/London: The Guilford Press. (Read where it begins, "Where the world stage and group work intersect").