

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
School of Social Work

Course Number: SOWO 851

Course Title: Social Work Practice With Groups, Spring 2009

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Course Description: Course is designed to enable students to become more knowledgeable and skillful as social group workers. Phases of group development and worker tasks in each phase provide the course framework.

Course Objectives:

It is expected that each student will demonstrate learning in two areas:

1. **Theoretical knowledge** about frameworks and concepts needed for social intervention with groups.
 - a. The theoretical and value base and major concepts of models of social group work, as well as concepts from other group approaches that are relevant to students' practice.
 - b. Selected concepts from small group theory and research (e.g., group development, group composition, group norms, group goals, and group structure).
 - c. Selected content related to race, gender, sexual orientation, poverty, rurality, and other critical factors.

2. **Application of theoretical knowledge** to experience with groups.
 - a. Ability to select theoretical content as a basis for understanding groups and planning social intervention, adapting the theory as appropriate.
 - b. Awareness of own role, as a worker and as a member, in various group situations, and of the impact of this role on other group participants and on group processes.
 - c. Ability to diagnose group conditions, and on the basis of this diagnosis, to facilitate group movement, as a worker and as a member.
 - d. Ability to perform selected group work practice skills, such as assessing, goal setting, problem solving, programming, and evaluating.
 - e. Ability to evaluate the effectiveness of own interventions and the usefulness of theory selected.

Expanded Description: This course is designed to provide students with knowledge and skills relevant to group work practice in both concentrations and across all fields of practice. Students learn basic information, and through course readings, papers, and presentations, apply this information about social interventions with groups to their specific areas of interest. This course builds on the human behavior and practice foundation courses, is grounded in ecological and developmental theory, and is linked to fieldwork experience through paper assignments, small group classroom assignments and class discussions. As consideration is given to how group work practice takes place with particular client systems and within current societal and professional conditions, the course is tied in direct and indirect ways to concentration courses related to human behavior, social welfare policy, evaluation of practice, and practice at other system levels, including individual, family, organizational and community.

Areas of skill to be developed during the course of the semester focus on: assessment of group structure and processes; interventions in support of individual member goals, group goals, and group development; and evaluation of worker interventions and goal achievement. Particular skills are associated with each segment of the syllabus: composition; group development; group assessment; goal setting and contracting; co-leadership; interventions at individual, group and environmental levels; diversity and cultural competence; programming; problematic group situations; and evaluation.

Readings:

- The text is available at the Health Affairs Bookstore.
- There is a copy of all other required readings available on the fifth floor of the School of Social Work in the files of readings marked SOWO 851 Galinsky.
- Most required readings are also available in E-Reserves and those available are marked in the syllabus with an E next to the reading. Go to <http://eres.lib.unc.edu/default.asp> and look up materials for SOWO 851-Galinsky. (Those readings which did not receive permission from the publisher for electronic copying are available through the regular hard copy reserves in the Undergraduate Library). (Some readings may be marked by an E on the syllabus, but not be available in E-reserves because of changes in online availability by publishers of the material.)
- Other readings which cannot be found on the internet or on reserve can be accessed through the instructor.
- Optional readings, which are provided for each section at the end of syllabus, must be located by individual students themselves in the libraries of the University.

Text:

Toseland, R.W., & Rivas, R.F. (2009). *An introduction to group work practice* (6th ed.). Boston: Allyn and Bacon.

In addition, several references are available, but not required, for purchase. They are valuable additions to a personal library.

Ephross, P.H. & Vassil, T.V. (2005). *Groups that work: Structure and process* (2nd ed.). NY: Columbia University Press.

Garvin, C. D. (1997). *Contemporary group work* (3rd ed.). Boston: Allyn and Bacon.

Gitterman, A., & Salmon, R. (Eds.) (2009). *Encyclopedia of Social Work with Groups*. NY: Routledge.

Greif, G. L., & Ephross, P. H. (2005). *Group work with populations at risk* (2nd ed.). NY: Oxford University Press.

Malekoff, A. (2004). *Group work with adolescents: Principles and practice* (2nd ed.). NY: The Guilford Press.

Northern, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). NY: Columbia University Press.

Rose, S. D. (1998). *Group therapy with troubled youth: A cognitive-behavioral interactive approach*. Thousand Oaks, CA: Sage Publications, Inc.

Schwarz, R. M. (2004). *The skilled facilitator* (2nd ed.). San Francisco, CA: Jossey-Bass.

Toseland, R.W. (1995). *Group work with the elderly*. NY: Springer Publishing Company.

Yalom, I. D. (with Leszcz, M.) (2005). *The theory and practice of group psychotherapy* (5th ed.). NY: Basic Books.

Recommended Journals:

Groupwork

International Journal of Group Psychotherapy

Research on Social Work Practice

Small Group Research

Social Work

Social Work with Groups

Group Experiences: It is preferred that each student be working with a client or task group during the current semester. There are many kinds of group experiences that can serve this purpose. These groups will serve as a basis for small group assignments, general class discussion and written assignments. However, if no such group experience is currently available, there are alternative paper assignments already available.

Teaching Methods: This course is structured as a seminar; all class members are expected to share responsibility for participating in discussions and for presenting materials needed by the class. Some classroom time will be spent working in small task groups; therefore, class attendance is crucial. Task group experiences are selected to reinforce learning about group processes and issues, including diversity and ethical issues. Assigned and independently selected readings, seminar participation, prior and current group experiences, structured assignments, videos, guest speakers and the class group itself will provide the material necessary for learning about group operation.

The attached "Schedule" gives the approximate dates for readings and assignments. This plan will be adjusted later, when guest speakers and student presentations are scheduled.

Assignments and Evaluation: In-class and written assignments are intended to facilitate integration of theoretical content with practice skill.

- a) There are three seminar papers relating client group experiences (or alternate group experiences) to readings: paper on composition (15%); paper on goals (20%); and paper on group development (30%). There is also a presentation on social intervention (25%). Details about these assignments are contained in a separate handout, "Paper and Presentation Assignments." See "Schedule" for dates when papers and the presentation are due.
- b) Ten percent (10%) of the grade will be determined by the instructor's evaluation of in-class performance, based on contributions to discussions and small group tasks, and responsiveness to others' comments.

Grading System:

- H = 94-100
- P = 80-93
- L = 70-79
- F = 69 and below

Policy on Incompletes and Late Assignments: All papers and assignments are due at the beginning of class on the dates noted on the Schedule, unless a change in date has been announced by the instructor in class. Extensions on due dates may be granted in cases of sickness or family emergencies. In all other cases, grades will be lowered for late papers.

Policy on Academic Dishonesty: Students are expected to conduct all academic work within the letter and spirit of the Honor Code of the University of North Carolina at Chapel Hill, which prohibits the giving or receiving of unauthorized aid in academic processes.

Please refer to the *APA Style Guide*, *The SSW Manual*, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. All written assignments should contain a signed pledge from you stating that, "I have neither given nor received unauthorized aid in preparing this written work."

In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Policy on Accommodations for Students with Disabilities: Students with disabilities which affect their participation in the course may notify the instructor if they wish to have special accommodations in instructional format, examination format, etc., considered.

Seminar Readings

All the required seminar readings are listed here. Some changes may be made during the semester as appropriate. Readings which are optional, valuable supplements but not required, are listed separately in the *Optional Reading* section (pp. 17-25). See the attached "Schedule" for dates required readings are to be completed.

I. FRAME OF REFERENCE

A. Organization and Expectations of the Course January 13

B. Social Group Work Approaches January 20

Required Readings

Macgowan, M. J. (2006). Evidence-based group work: A framework for advancing best practice. *Journal of Evidence-based Social Work*, 3(1), 1-21. -E

Pollio, D. E., Brower, A. M., & Galinsky, M. J. (2000). Change in groups. In P. Allen-Meares & C. Garvin (Eds.), *The handbook of social work direct practice* (pp. 281-300). Thousand Oaks: Sage Publications, Inc. -E

OR

Garvin C. D., & Galinsky, M. J. (2008). Groups. In R.L. Edwards (Ed.), *Encyclopedia of Social Work* (20th ed.) (pp. 287-298). Washington, DC: NASW and NY: Oxford.

Toseland, R.W., & Rivas, R.F. (2009). A typology of treatment and task groups. *An introduction to group work practice*. (6th ed.) (pp. 19-44). Boston: Allyn and Bacon.

Yalom, I. D. (with Leszcz, M.) (2005). The therapeutic factors. *The theory and practice of group psychotherapy* (5th ed.) (pp. 1-18). NY: Basic Books. -E

II. BEGINNING THE GROUP

A. Composition January 27

Required Readings

Bertcher, H. J., & Maple, F. F. (1985). Elements and issues in group composition. In M. Sundel, P. Glasser, R. Sarri, & R. Vinter (Eds.), *Individual change through small groups* (2nd ed.) (pp. 180-202). NY: The Free Press.

Davis, L. E. (1979). Racial composition of groups. *Social Work, 24*, 208-213. -E

Rose, S. D., & Edelson, J. L. (1987). Composing the group. *Working with children and adolescents in groups*. (pp. 40-49). San Francisco, CA: Jossey-Bass. -E

Toseland, R.W., & Rivas, R.F. (2009). Composing the group. *An introduction to group work practice*. (6th ed.) (pp. 163-170). Boston: Allyn and Bacon.

B. **Assessment** January 27

Required Readings

Toseland, R. W., & Rivas, R. F. (2009). Assessment. *An introduction to group work practice*. (6th ed.) (pp. 216-250). Boston: Allyn and Bacon.

C. **Group Development** February 3

Required Readings Read Galinsky & Schopler, Schiller, and 1 other set. Tuckman articles highly recommended.

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

Sarri, R. C., & Galinsky, M. J. (1985). A conceptual framework for group development. In M. Sundel, P. Glasser, R. Sarri, & R. Vinter (Eds.). *Individual change through small groups* (2nd ed.) (pp. 70-86). NY: The Free Press.

Schiller, L. Y. (1997). Rethinking stages of development in women's groups: Implications for practice. *Social Work with Groups, 20*(3), 3-19. -E

Toseland, R.W., & Rivas, R.F. (2009). Stages of group development. *An introduction to group work practice*. (6th ed.) (pp. 86-91). Boston: Allyn and Bacon.

Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin, 63*, 384-399 AND Tuckman, B. W., & Jensen, M. A. (1977). Stages of small group development revisited, *Group and Organization Studies, 2*, 419-427. -E

D. **Goal-Setting** February 10

Required Readings

Schopler, J. H., Galinsky, M. J., & Alicke, M. D. (1985). Goals in social group work practice: Formulation, implementation and evaluation. In M. Sundel, P. Glasser, R. Sarri, & R. Vinter (Eds.). *Individual change through small groups* (2nd ed.) (pp. 140-158). NY: The Free Press.

Toseland, R.W., & Rivas, R.F. (2009). Goal setting in group work. *An introduction to group work practice* (6th ed.) (pp. 203-206). Boston: Allyn and Bacon.

E. **Contract Negotiations** February 10

Required Readings

Croxton, T. (1985). The therapeutic contract. In M. Sundel, P. Glasser, R. Sarri, & R. Vinter (Eds.). *Individual change through small groups* (2nd ed.) (pp. 159-179). NY: The Free Press.

National Association of Social Workers. (1996). *Code of ethics*. Washington, DC: NASW Press. [On-line] Available: www.naswdc.org

Northen, H. (2004). Ethics and values in group work. In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky (Eds.). *Handbook of social work with groups* (pp. 76-89). NY: The Guilford Press. -E

Standards of Group Work, AASWG.

F. **Co-Workers** February 17

Required Readings

Galinsky, M. J., & Schopler, J. H. (1980). Structuring co-leadership in social work training. *Social Work with Groups*, 3, 51-63. -E

Nosko, A., & Wallace, R. (1997). Female/male co-leadership in groups. *Social Work with Groups*, 20(2), 3-16. -E

Toseland, R.W., & Rivas, R.F. (2009). Coleadership. *An introduction to group work practice* (6th ed.) (pp. 123-126). Boston: Allyn and Bacon.

III. WORKING WITH GROUPS

A. Strategies of Social Intervention (an ecological perspective)

1. Interventions with Individual Systems and with Special Groups; Leadership February 17

Required Readings

Ebenstein, H. (1998). Single-session groups: Issues for social workers. *Social Work with Groups*, 21 (1/2), 49-60. -E

Rooney, R. H., & Chovanec, M. (2004). Involuntary groups. In C. Garvin, L. Gutiérrez, & M. Galinsky (Eds.). *Handbook of social work with groups* (pp. 212-226). NY: The Guilford Press. -E

Toseland, R.W., & Rivas, R.F. (2009). Leadership. *An introduction to group work practice* (6th ed.) (pp. 92-123). Boston: Allyn and Bacon.

Toseland, R.W., & Rivas, R.F. (2009). Treatment groups: Specialized methods. *An introduction to group work practice* (6th ed.) (pp. 279-312). Boston: Allyn and Bacon.

OR

Toseland, R.W., & Rivas, R.F. (2009). Task groups: Foundation methods. *Task Groups: Specialized methods. An introduction to group work practice* (6th ed.) (pp. 344-376). Boston: Allyn and Bacon.

2. Interventions with Group Systems February 24

Required Readings

Forsyth, D.R. (1999). The science of group dynamics. *Group dynamics* (3rd ed.). (pp. 5-24). Pacific Grove, CA: Brooks/Cole.

Toseland, R.W., Jones, L.V., & Gellis, Z.D. (2004). Group Dynamics. In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky (Eds.). *Handbook of social work with groups* (pp. 13-31). NY: The Guilford Press. -E

OR

Toseland, R.W., & Rivas, R.F. (2006). Group dynamics. *An introduction to group work practice* (6th ed.) (pp. 64-91). Boston: Allyn and Bacon.

Alternative Readings: Some helpful sources for small group theory and research are:

Hare, A. P., Blumberg, H. H., Davies, M. F., & Kent, M. V. (1994). *Small group research: A handbook*. Norwood, NJ: Ablex.

Schwarz, R. M. (2004). *The Skilled Facilitator* (2nd ed.). San Francisco, CA: Jossey-Bass.

3. **Interventions with Environmental Systems** February 24

Required Readings

Schopler, J. H., & Galinsky, M. J. (1995). Boundary spanning and group leadership functions: The third dimension. *Social Work with Groups*, 18(4), 3-17. -E

Toseland, R.W., & Rivas, R.F. (2009). Environmental interventions; Changing the group environment. *An introduction to group work practice* (6th ed.) (pp. 307-310). Boston: Allyn and Bacon

4. **Additional Group Techniques and Literature** March 3; March 17

Assignments

- Visit two web sites with support groups in the form of chat rooms or discussion forums. Some examples are:
<http://www.supportpath.com>
http://www.google.com/Top/Society/Support_Groups/
http://dmoz.org/Society/Support_Groups/
<http://www.dbsalliance.org/Info/findsupport.html>
- Do a search on a topic of interest to you for the evidence for group work practice with this issue, problem, or population. Be prepared to report to the class the results of your search from the Web or from hard copies at the library. You may also do this assignment in pairs or larger groups of 3, 4, or 5.

Required Readings (Choose 4 readings from those listed below)

Bargal, D. (2004). Structure and process in reconciliation-transformation workshops: Encounters between Israeli and Palestinian youth. *Small Group Research*, 35(5), 596-616. -E

Fisher, M. S., Sr. (1995). Group therapy protocols for persons with personality disorders who abuse substances: Effective treatment alternatives. *Social Work with Groups*, 18(4), 71-89. -E

- Fragar, S. (1985). Community-universality exercises in multiple family therapy. *Family Therapy, 12*(3), 245-251. -E
- Gumpert, J., & Saltman, J. E. (1998). Social group work practice in rural areas: The practitioners speak. *Social Work with Groups, 21*(3), 19-35. -E
- Harrison, M., & Ward, D. (1999). Values as context: Groupwork and social action. *Groupwork, 11*(3), 88-103. -E
- Heller, T., Roccoforte, J. A., Hsieh, M. A., Cook, J. A., & Pickett, S. A. (1997). Benefits of support groups for families of adults with severe mental illness. *American Journal of Orthopsychiatry, 67*(2), 187-198. -E
- Jones A. C. (2004). Transforming the story: Narrative applications to a stepmother support group. *Families in Society, 85*, 129-139. -E
- Meier, A. (2004). Technology-mediated groups. In C. D. Garvin, L. M. Gutiérrez, & M. J. Galinsky (Eds.). *Handbook of social work with groups* (pp. 479-503). NY: The Guilford Press. -E
- Meier, A. (2000). Offering social support via the Internet: A case study of an online support group for social workers. *Journal of Technology in Human Services, 17*(2/3), 237-266. -E
- Miller, R., & Mason, S.E. (2001). Using group therapy to enhance treatment compliance in first episode schizophrenia. *Social Work with Groups, 24*(1), 37-52. -E
- Nakanishi, M., & Pastore, P. (1999). Group work: Empowering adults with developmental disabilities. In H. Bertcher, L. F. Kurtz, & A. Lamont (Eds.), *Rebuilding communities: Challenges for group work* (pp. 189-199). NY: The Haworth Press. -E
- Pomeroy, E.C., Kiam, R., & Green, D.L. (2000). Reducing depression, anxiety, and trauma of male inmates: An HIV/AIDS psychoeducational group intervention. *Social Work Research, 24*(3), 156-167. -E
- Reed, B.G. (1985). Gender issues in training group leaders. In M. Sundel, P. Glasser, R. Sarri, & R. Vinter (Eds.). (1985). *Individual change through small groups* (2nd ed.) (pp. 310-325). NY: The Free Press.

- Rittner, B., & Smyth, N. J. (1999). Time-limited cognitive behavioral group interventions with suicidal adolescents. *Social Work with Groups*, 22(2/3), 55-75. -E
- Rose, S. D. (2004). Cognitive-behavioral group work. In Garvin, C. G., Gutiérrez, L., M., & Galinsky, M. J. (Eds.). *Handbook of social work with groups* (pp. 111-135). NY: The Guilford Press. -E
- Rounds, K.A., Galinsky, M.J., & Stevens, S.L. (1991). Linking people with AIDS in rural communities: The telephone group. *Social Work*, 36(1), 13-18. -E
- Schopler, J. H., & Galinsky, M. J. (1993). Support groups as open systems: A model for practice and research. *Health and Social Work*, 18(3), 195-207. -E
- Schopler, J.H., Abell, M.D., & Galinsky, M.J. (1998). Technology-based groups: A review and conceptual framework for practice. *Social Work*, 43(3), 254-267. -E

B. **Race, Gender, Class, and Sexual Orientation** TBA

Required Readings (students will select several articles of their choice)

- Alvarez, A. R., & Cabbil, L. M. (2001). The MELD program: Promoting personal change and social justice through a year-long multicultural group experience. *Social Work with Groups*, 24(1), 3-20. -E
- Brown, A., & Mistry, T. (1994). Group work with mixed membership groups: Issues of race and gender. *Social Work with Groups*, 17(3), 5-21. -E
- Davis, L. E., Galinsky, M. J., & Schopler, J. H. (1995). RAP: A framework for leadership of multiracial groups. *Social Work*, 40(2), 155-165. -E
- Davis, L. E., & Proctor, E. K. (1989). Socioeconomic status and group treatment. *Race, gender and class: Guidelines for practice with individuals, families, and groups*. (pp. 314-333). Englewood Cliffs, NJ: Prentice-Hall. -E
- Getzel, G. (1998). Group work practice with gay men and lesbians. In G. P. Mallon (Ed.), *Foundations of social work practice with lesbian and gay persons* (pp.131-144). NY: The Harrington Park Press. -E

Toseland, R.W., & Rivas, R.F. (2009). Leadership and diversity. *An introduction to group work practice* (6th ed.) (pp.128-148). Boston: Allyn and Bacon.

C. Programming TBA

Required Readings

See handout by Galinsky, Barr, & Covell (2006). *Programming bibliography*.

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. -E

Northen, H., & Kurland, R. (2001). The use of activity. *Social work with groups* (3rd ed.). (pp. 258-287). NY: Columbia University Press.

Toseland, R.W., & Rivas, R.F. (2009). Treatment Groups: Foundation Methods. *An introduction to group work practice* (6th ed.) (pp. 257-262). Boston: Allyn and Bacon.

Whittaker, J. K. (1985). Program activities: Their selection and use in a therapeutic milieu. In M. Sundel, P. Glasser, R. Sarri, & R. Vinter (Eds.). *Individual change through small groups* (2nd ed.) (pp. 237-250). NY: The Free Press.

D. Interventions for Selected Group Situations TBA

Required Readings (with some choice)

Malekoff, A. (1999). Expressing our anger: Hindrance or help in groupwork with adolescents? *Groupwork*, 11(1), 71-82. -E

Milgram, D., & Rubin, J. S. (1992). Resisting resistance: Involuntary substance abuse group therapy. *Social Work with Groups*, 15(1), 95-110. -E

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

Northen, H., & Kurland, R. (2001). Conflict. *Social work with groups* (3rd ed.) (pp. 214-237). NY: Columbia University Press.

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. -E

Toseland, R.W., & Rivas, R.F. (2009). Dealing with conflict: Making effective decisions. *An introduction to group work practice* (6th ed.) (pp. 323-328). Boston: Allyn and Bacon.

Yalom, I. D.(with Leszcz, M.) (2005). Conflict **AND** Self-disclosure. *The theory and practice of group psychotherapy* (5th ed.) (pp. 363-374; 374-382). NY: Basic Books. -E

IV. **ENDING AND EVALUATION** TBA

Required Readings (with some choice)

Fraser, M. F., Day, S. H., Galinsky, M. J., Hodges, V. G., & Smokowski, P. R. (2004). Conduct problems and peer rejection in childhood: A randomized trial of the *Making Choices* and *Strong Families* programs. *Research on Social Work Practice, 14*(5), 313-324. -E

Galinsky, M. J., & Fraser, M. W. (2009). Intervention research. In A. Gitterman, & R. Salmon (Eds.). *Encyclopedia of Social Work with Groups* (pp. 139-142). NY: Routledge.

Galinsky, M. J., & Schopler, J. H. (1977). Warning: Groups may be dangerous. *Social Work, 22*(2), 89-94. -E

Harris, M. B., & Franklin, C. G. (2003). Effects of a cognitive-behavioral, school-based, group intervention with Mexican American pregnant and parenting adolescents. *Social Work Research, 27*(2), 71-83. -E

Meezan, W., & O'Keefe, M. (1998). Evaluating the effectiveness of multifamily group therapy in child abuse and neglect. *Research on Social Work Practice, 8*(3), 330-353. -E

Pollio, D.E., North, C.S., Reid, D.L., Miletic, M.M. & McClendon, J.R. (2006). Living with severe mental illness – What families and friends must know: Evaluation of a one-day psychoeducational workshop. *Social Work, 51*(1), 31-38. -E

Pomeroy, E. C., Kiam, R., & Abel, E. M. (1999). The effectiveness of a psychoeducational group for HIV-infected/affected incarcerated women. *Research on Social Work Practice, 9*(2), 171-187. -E

Rice, A. H. (2001). Evaluating brief structured group treatment of depression. *Research on Social Work Practice, 11*(1), 53-78. -E

Toseland, R.W., & Rivas, R.F. (2009). Evaluation: Ending the group's work. *An introduction to group work practice* (6th ed.) (pp. 379-399; pp. 400-426). NY: MacMillan Publishing Company.

OPTIONAL READINGS – NOT REQUIRED BUT USEFUL

I. FRAME OF REFERENCE

A. Organization and Expectations of the Course

B. Social Group Work Approaches

Optional Readings

Gutierrez, L. M., & Lewis, E. A. (1999). *Empowering women of color*. (pp. 68-79). NY, Columbia University Press.

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

- Mayadas, N.S., Smith, R., & Elliott, D. Social group work in a global context, pp. 45-57.
- Breton, M. An empowerment perspective, pp. 58-75.
- Kurtz, L.F. Support and self-help groups. pp.139-159.
- Roffman, R. Psychoeducational groups. pp. 160-175.
- Nash, J.K., & Snyder, S.E. Prevention groups. pp. 176-191

Pollio, D. E. (2002). The evidence-based group worker. *Social Work with Groups*, 25(4), 57-70.

Saulnier, C. F. (2000). Incorporating feminist theory into social work practice. *Social Work with Groups*, 23(1), 5-29.

Vinter, R. D. (1985). The essential components of social group work practice. In M. Sundel, P. Glasser, R. Sarri, & R. Vinter (Eds.). *Individual change through small groups* (2nd ed.) (pp. 11-34). NY: The Free Press.

Yalom, I. D. (with Leszcz, M.) (2005). Interpersonal Learning. *The theory and practice of group psychotherapy*. (5th ed.) (pp. 19-46). NY: Basic Books. (Note: in 4th edition, see pp.17-46.) –E

II. **BEGINNING THE GROUP**

A. **Composition**

Optional Readings

Davis, L. E., & Cheng, L.C. (1996). Differential effects of racial composition on male and female groups: Implications for group work practice. *Social Work, 20*(3), 157-167.

Martin, P. Y., & Shanahan, K. A. (1983). Transcending the effects of sex composition in small groups. *Social Work with Groups, 6*(3/4), 19-32. -E

Northen, H., & Kurland, R. (2001). A model of planning; Size of group. *Social work with groups*. (3rd ed.) (pp. 110-118, 135-145). NY: Columbia University Press.

B. **Assessment**

Optional Readings

Rose, S. D., & Edelson, J. L. (1987). Assessing children's problems and resources. *Working with children and adolescents in groups*. (pp. 60-87). San Francisco, CA: Jossey-Bass. -E

Rose, S. D. (1998). Assessment in groups: Interviewing and observation strategies. Measurement procedures in assessment and evaluation. In *Group therapy with troubled youth* (pp. 91-151). Thousand Oaks, CA: Sage Publications. -E

C. **Group Development**

Optional Readings

Brower, A. M. (1996). Group development as constructed social reality revisited: The constructivism of small groups. *Families in Society, 77*, 336-344.

Garland, J. A., Jones, H. E., & Kolodny, R. L. (1976). A model for stages of development in social work groups. In S. Bernstein (Ed.), *Explorations in group work* (pp. 17-72). Boston: Boston University School of Social Work.

Hopps, J. G., & Pinderhughes, E. (1999). Chapters 3 & 4. *Group work with overwhelmed clients: How the power of groups can help people transform their lives*. (pp. 40-90). NY: The Free Press.

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D. **Goal-Setting**

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E. **Contract Negotiations**

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F. **Co-Workers**

III. WORKING WITH GROUPS

A. Strategies of Social Intervention (an ecological perspective)

1. Interventions with Individual Systems and with Special Groups; Leadership

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2. Interventions with Group Systems

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B. **Race, Gender, Class, and Sexual Orientation**

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C. **Programming**

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D. **Interventions for Selected Group Situations**

Optional Readings

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IV. ENDING AND EVALUATION

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See also the November 2008 issue of *Research on Social Work Practice* 18(6). Several articles report on practice research using groups.