

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: The 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 dynamics).
 - c. Selected content related to race, gender, sexual orientation, poverty, age, 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 practitioner 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 evaluate group conditions, and on the basis of this evaluation, to facilitate group movement, as a practitioner and as a member.
 - d. Ability to perform selected group work practice skills, such as assessing, goal setting, problem-solving, and programming.
 - 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 through course readings, papers and presentations, and 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. It is grounded in ecological and developmental theory and is linked to field work 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 linked 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: (1) assessment of group structure and processes; (2) interventions in support of individual member goals, group goals, and group development; and (3) evaluation of worker interventions and goal achievement. Particular skills are associated with each segment of the syllabus: composition; group development; group assessment; group dynamics; 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 through the Health Affairs Bookstore.
- Other required readings will be available on e-reserves or are online through the UNC Library.
- Optional readings may need to be located by individual student

Required Texts:

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

Yalom, I. D. (2005). *The theory and practice of group psychotherapy* (5th ed.). New York: Basic Books.

The following books are useful texts to have for supplemental reading:

Davis, L. E., & Proctor, E. K. (1989). *Race, gender and class: Guidelines for practice with individuals, families, and groups*. Englewood Cliffs, NJ: Prentice-Hall.

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

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

Greif, G. L., & Ephross, P. H. (1997). *Group work with populations at risk*. New York: Oxford University Press.

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

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

- Rose, S. (1998). *Group therapy with troubled youth: A cognitive-behavioral interactive approach*. Thousand Oaks, CA: Sage Publications, Inc.
- Rose, S. D., & Edelson, J. L. (1987). *Working with children and adolescents in groups*. San Francisco, CA: Jossey-Bass.
- M. Sundel, P. Glasser, R. Sarri, & R. Vinter (Eds.). (1985). *Individual change through small groups* (2nd ed.). New York: The Free Press.
- Toseland, R.W. (1995). *Group work with the elderly and family caregivers*. New York: Spring Publishing Company.

Recommended Journals:

Groupwork
International Journal of Group Psychotherapy
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. For the class papers, just *observing* a group should be sufficient if the student does not have the opportunity to lead or co-lead a client or task group. 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, the “alternate” paper assignments can be followed. (see separate paper assignment handout)

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, experiential activities and role plays; 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, client group experiences, structured assignments, videos, and the class group itself will provide the material necessary for learning about group operation.

The development of a supportive learning environment is fostered by respectfully listening to the ideas of others, being able to understand and appreciate a point of view which is different from your own, clearly articulating your point of view, and linking experience to readings and assignments.

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

There are two papers relating client or task group experiences (or alternate group experiences) to course readings. There is an initial paper on composition (20%) and a final paper on group development (25%). There is also a 30 minute presentation on intervention methods (25%) and a mid term exam (20%). Details about these assignments are contained in a separate handout, "Paper and Presentation Assignments." The in class presentations will begin mid semester and exact dates for presentations will be determined after students have selected their topics.

Class participation counts for 10% of your final grade. Everyone will receive a standard score of 100 for participation, in recognition of a norm of attendance, contributions to small group assignments, and informed participation in class discussion. Points will be deducted from the base score if you miss class, are late, leave early, disappear for long periods on break or are unprepared. Please turn off cell phones during class.

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. **Five points will be deducted for each day that a paper is late.**

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.

Class Schedule and readings

Jan. 16 - Introduction to the course.

Jan. 23 – History of Group work and therapeutic factors

Toseland text: Chapters 1 and 2

Yalom text: pp. 1-18

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

Jan. 30- Group Dynamics and Overview of Interventions

Toseland text: Chapters 3 and 4

Yalom text: pp. 117-140

Feb. 6 – Group Development

Yalom text: pp. 309-343

Tuckman, B. W. (1965). Developmental sequence in small groups. *Psychological Bulletin*, 63, 384-399 **(UNC e-reserves)**

Tuckman, B. W., & Jensen, M. A. (1977). Stages of small group development revisited, *Group and Organization Studies*, 2, 419-427. **(UNC e-reserves)**

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

Optional Readings - *(these additional readings may be useful in your final paper on group development which is due at the end of the semester)*

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

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. **(UNC e-reserves)**

Kelly, T. B., & Berman-Rossi, T. (1999). Advancing stages of group development theory: The case of institutionalized older persons. *Social Work with Groups*, 22 (2/3), 119-138. **(University Library on-line)**

Kosoff, S. (2003). Single session groups: Applications and areas of expertise. *Social Work with Groups*, 26 (1), 29-45. **(University Library on-line)**

Schiller, L.Y. (2007). Not for women only: Applying the relational model of group development with vulnerable populations. *Social Work with Groups*, 30 (2), 11-26. **(University Library on-line)**

Feb. 13- Planning the Group and Composition Considerations

Toseland text: Chapter 6.

Yalom text: pp. 259-280.

Brown, A., & Mistry, T. (1994). Group work with mixed membership groups: Issues of race and gender. *Social Work with Groups*, 17(3), 5-21. **(University Library on-line)**

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. **(UNC e-reserves)**

Optional Readings – *These readings may be helpful in writing your group composition paper.*

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. **(UNC e-reserves)**

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. **(University Library on-line)**

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. **(University Library on-line)**

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. **(UNC e-reserves)**

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

Feb. 20 - Beginning the Group, Goal Setting and Contracting

Toseland text: Chapters 7 and 8.

Yalom text: pp. 294-308.

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: Jossey -Bass. **(UNC e-reserves)**

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. **(UNC e-reserves)**

Feb. 27- Support, Psycho-educational groups and Internet groups

Group Composition paper due!

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. **(University Library on-line)**

Northen, H. (1998). Ethical dilemmas in social work with groups. *Social Work with Groups, 21* (1/2), 5-17. **(University Library on-line)**

Optional Readings- Read one of the following depending on your interests

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. **(University Library on-line)**

Jones, A. (2004). Transforming the Story: Narrative applications to a support group for stepmothers. *Families in Society, 85*(1), 129-138. **(UNC e- reserves)**

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. **(UNC e-reserves)**

Daste, B.M. (1997) . Group work with cancer patients. In G. L. Greif & P.H. Ephross (Eds.), *Group work with populations at risk*. (pp. 15-27). New York: Oxford University Press **(UNC e-reserves)**

VanDuesen, K.M. & Carr, J.L. (2004). Group work at a university: A psychoeducational sexual assault group for women. *Social Work with Groups, 27* (4), 51-54. **(University Library on-line)**

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. **(University Library on-line)**

Campbell, R. (2004). Groups for older adults. *Handbook of Social Work with Groups*. (pp. 275-291). New York: Guilford Press

March 6- Diversity in groups

Toseland text: Chapter 5.

Davis, L. E., Galinsky, M. J., & Schopler, J. H. (1995). RAP: A framework for leadership of multiracial groups. *Social Work, 40* (2), 155-165.

(UNC e-reserves)

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.

(UNC e-reserves)

Additional Reading – (Each student will be assigned one of these articles to summarize and present to the class. I will give you a copy of the article assigned to you if it is not available electronically)

Chung, I. (2003). Creative use of focus groups: Providing healing and support to NYC Chinatown residents after the 9/11 attacks. *Social Work with Groups, 26* (4), 3-19. **(University Library on-line)**

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). New York: The Harrington Park Press.
(UNC e-reserves)

Jones, L.V. & Hodges, V.G. (2001). Enhancing psychosocial competence among black women: A psycho-educational group model approach. *Social Work with Groups, 24* (3/ 4), 33-52. **(University Library on-line)**

Marsiglia, F. F., Cross, S., & Mitchell-Enos, V. (1998). Culturally grounded group work with adolescent American Indian students. *Social Work with Groups, 21*(1/2), 89-102. **(University Library on-line)**

Washington, G., Johnson, T., Jones, J. & Langs, S. (2007). African-American boys in relative care and a culturally centered group mentoring approach. *Social Work with Groups, 30* (1), 45-69. **(University Library on-line)**

Subramanian, K., Hernandez, S., & Martinez. A. (1995). Psychoeducational group work for low-income Latina mothers with HIV infection. *Social Work with Groups, 18* (2/3), 53-64. **(UNC e-reserves)**

Travers, A. (1996). Redefining adult identity: A coming out group for lesbians. In B.L. Stempler & M. Glass (Eds.), *Social group work today and tomorrow: Moving from theory to advanced training and practice.* (pp. 103-117). New York: The Haworth Press.

Washington, O.G. & Moxley, D.P. (2001). The use of prayer in group work with African American women recovering from chemical dependency. *Families in Society, 82* (1), 49-59. **(UNC e-reserves)**

Yellow Horse Brave Heart, M. (1998). The return to the sacred path: Healing the historical trauma and historical unresolved grief response among the Lakota through a psychoeducational group intervention. *Smith College*

March 13 – NO CLASS, SPRING BREAK

March 20- Advanced interventions

MIDTERM EXAM

Toseland text: Chapter 9.

Yalom text: pp. 141-199. (working in the here and now)

Alternative Reading (*this reading should be substituted for the Yalom chapter if you are a macro practice student*)

Toseland text: Chapter 11. (Task groups: Foundation methods)

March 27- Interventions with Involuntary clients

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

Morell, C. (1996). Radicalizing recovery: Addiction, spirituality and politics. *Social Work*, 41 (3), 306-312. **(University Library on-line)**

Rooney, R. H. (1992). Work with involuntary clients in groups. *Practice strategies for work with involuntary clients*. (pp. 279-308). New York: Columbia University Press. **(UNC e-reserves)**

Thomas, H., & Caplan, T. (1999). Spinning the group process wheel: Effective facilitation techniques for motivating involuntary clients groups. *Social Work with Groups*, 21(4), 3-21. **(University Library on-line)**

Optional Readings

Kauffman, E., Dore, M. M., & Nelson-Zlupko, L. (1995). The role of women's therapy groups in the treatment of chemical dependence. *American Journal of Orthopsychiatry*, 65 (3), 355-363. **(UNC e-reserves)**

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. **(University Library on-line)**

April 3 – Selected Advanced Topics

Toseland text: Chapter 10.

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

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

Rose, S. (2004). Cognitive-behavioral group work. In C. Garvin, M. Galinsky & L. Gutierrez (Eds.) *Handbook of social work with groups* (pp. 111-135). New York: The Guilford Press. **(UNC e-reserves)**

Dean, R. (1998). A narrative approach to groups. *Clinical Social Work Journal*, 26, (1), 23-37. **(University Library on-line)**

Alternative Reading (macro practice students should substitute these readings)

Toseland text: Chapter 12.

Harrison, M., & Ward, D. (1999). Values as context: Groupwork and social action. *Groupwork*, 11(3), 88-103. **(UNC e-reserves)**

Optional Readings

Fragar, S. (1985). Community-universality exercises in multiple family therapy. *Family Therapy*, 12 (3), 245-251. **(UNC e-reserves)**

Rittner, B., & Smyth, N. J. (1999). Time-limited cognitive behavioral group interventions with suicidal adolescents. *Social Work with Groups*, 22 (2/3), 55-75. **(University Library on-line)**

Gumpert, J., & Saltman, J. E. (1998). Social group work practice in rural areas: The practitioners speak. *Social Work with Groups*, 21(3), 19-35. **(University Library on-line)**

Gans, J. (1996). The leader's use of indirect communication in group therapy. *International Journal of Group Psychotherapy*, 46 (2), 209-228.

Yalom, I.D. (2005). Interpersonal learning. *The theory and practice of group psychotherapy* (5^h ed.) (pp.19-52). New York: Basic Books.

April 10- NO CLASS, SPRING HOLIDAY (Good Friday)

April 17- Dealing with Conflict and Other Challenging Issues

Yalom text: pp. 363-374 and 391-428.

Malekoff, A. (2004). Loneliness, social isolation, scapegoating, and group work. *Group work with adolescents: Principles and practice* (2nd ed.) (pp. 313-326). New York: The Guilford Press

Wayne, J. & Gitterman, A. (2003). Offensive behavior in groups: Challenges and opportunities. *Social Work with Groups*, 26 (2), 23-34.
(University Library on-line)

Alternative Reading:

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

April 24- - Ending and Evaluation

Toseland text: Chapters 13 and 14.

Yalom text: pp. 382-390.

Optional Readings

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. **(University Library on-line)**

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. **(UNC e-reserves)**

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. **(UNC e-reserves)**

Rice, A.H. (2001). Evaluating brief structured group treatment of depression. *Research on Social Work Practice*, 9 (2), 148-171. **(UNC e-reserves)**

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

Final paper on group development due Friday - May 1, by 5 p.m.
