I. PREFACE

This concentration year course affords students an opportunity for in-depth study of the group as the basic unit of intervention aimed at promoting well-being through the use of Resiliency Theory as a framework for practice. Students develop knowledge, skills and values for several models of group practice. Emphasis is on differential practice to address client need in a wide range of practice settings. The use of group work strategies and skills to mitigate the effects of oppression and social and economic injustices; to serve diverse clients with diverse resources and needs; to enhance client strength and resourcefulness; to respond in professional, social, and political contexts; and to evaluate the effectiveness of their interventions are drawn from a variety of theoretical perspectives.

II. COURSE SYNOPSIS AND ORGANIZING PRINCIPLES

While the Foundation Year was most attentive to similarities in practice with individuals, families and groups, this Concentration Year course pays attention to advanced clinical practice with groups. Building on the Foundation Year practice courses (Social Work Practice I and II), this Concentration Year course provides an advanced clinical social work practice base emphasizing knowledge of different approaches to practice with groups, advanced universals of group work practice, and the application of this knowledge to practice with diverse populations across phases of the helping process (beginnings, middles, and endings). Skills which strengthen the resiliency of the group as a whole and strengthen the resiliency of members are stressed. Students’ evaluation of their own practice is informed by advanced knowledge and is strengthened by their increased awareness of their own theoretical orientation to practice. Students’ critique of their own practice with groups further prepares them for autonomous practice.

This course is based in the belief that there are several important forces directing practice: 1) the diverse needs of the oppressed and vulnerable populations we serve; 2) agency and social policy as it identifies the parameters of service, organizes services, determines recipients of service, and defines the personal, interpersonal, and environmental goals of service; 3) one’s theoretical orientation to group work practice, and 4) students own evaluation of their practice with an eye toward increasing practice effectiveness.

The aim of this course is to develop students' knowledge of different approaches to group work practice, to educate them to the salience of five advanced universals of group work practice, and to increase their awareness of the ways in which specialized knowledge of
clients' life conditions, life circumstances, and significant life events informs practice with groups. Emphasis is placed upon conceptualizing and analyzing group work skill and the capacity for self-directed practice with groups pointed towards increasing the resiliency of the group as a whole and the resiliency of individual group members. This course begins with an examination of the history of group work theory, the factors which influence clinical group work practice, and different ways of thinking about advanced group work practice. The relation between current approaches and approaches which have preceded them is explored. The features of different paradigms of helping, (systems, medical model, empirical and non-empirical problem-solving) are identified as a bases for examination of five current group work approaches (e.g., interactionist, remedial, psychosocial problem-solving, empowerment, and cognitive-behavioral).

The course establishes five advanced universals of group work practice and demonstrates their relevance for practice with clients' life conditions, life events, and life circumstances and across the three phases of the helping process (beginnings, middles, and endings). These advanced universals include: 1) the development of the group as a whole over time; 2) differential practice in various stages of group development; 3) the influence of diversity on group interaction and group diversity and the necessity to attend to diversity in groups at different stages of group development, e.g., race, gender, class, ethnicity, age, sexual orientation, differing abilities; 4) the impact of structure on group interaction and group development, e.g., long-term, short term, open-ended, close-ended, co-leadership, group composition, degree of choice (voluntary, proffered, mandated), and 5) the differential use of program and activities to strengthen the resiliency of the group as a whole and the resiliency of individual group members.

This course pays particular attention to how the experiences of oppression, powerlessness, and vulnerability affect transactions among group members and between group members and social workers and to the skills necessary to ensure democratic and strengthening group process. Toward this end, significant emphasis is placed upon the ways the social worker’s authority is exercised, and the skills for increasing member potency in group. A salient goal is the use of democratic means so that group process in all social work groups reflects a vision of social justice. Toward this end, students’ process recording is examined.

Throughout the Concentration Year Advanced Clinical Practice sequence, all models are critiqued according to: 1) the ideological beliefs and biases and congruence with the profession's historic value base and current ethical precepts and guidelines, 2) attention to human diversity, 3) attention to the influence of oppression and powerlessness, 4) applicability to a variety of settings and problem areas, 5) applicability to special populations, 6) valued skills and methodology, and 7) evidence of empirical validation and/or potential for effectiveness in assisting clients to achieve desired outcomes. The degrees to which approaches focus on personal, intrapersonal, and/or environmental change are highlighted.

III. RELATIONSHIP TO THE EDUCATIONAL PROGRAM
Building on the basic knowledge and skills gained in Practice I and II, this Concentration Year course emphasizes advanced knowledge and the advanced critique of skill sufficient for self-directed practice. Knowledge of human behavior in the social environment provides a foundation for understanding practice with groups.

Specifically, an understanding of communities, small group behavior and phenomena, organizations, personality dynamics, resiliency, stages of group development, socio-cultural influences, psychopathology, and resiliency underpin the content of this course. Understanding the ways in which agency and social policy affects the creation of group services, practice and the distribution of scarce resources, in agency settings, provides essential knowledge for determining the social worker’s ethical responsibility to advocate for an increase in social and economic justice for the vulnerable, oppressed, and resilient populations we serve. Additionally, the advanced social policy course provides essential knowledge for understanding how policies influence group work practice in the various settings of service. The integral relation between research and group work practice aids the student in developing and applying a systematic approach to the assessment of client and group problems/needs, the application of practice skills, and the evaluation of individual and group outcomes. The advanced research course emphasizes the use of appropriate qualitative and quantitative methods for assessing client problems. A vital relation exists between Advanced Clinical Practice with Groups and field education. Method courses provide practice concepts and field education provides the arena in which concepts are applied and integrated.

IV. COURSE OBJECTIVES

Upon completion of this course, students will be able to:

1. Articulate the ways in which agency, social policy, and focus areas uniquely influence social work practice with groups,

2. Articulate an understanding of several theoretical models of social work with groups including remedial, reciprocal, and psychosocial problem-solving, empowerment, and cognitive-behavioral models and the degrees to which they focus on personal, intrapersonal, and/or environmental changes,

3. Describe how the group work approaches studied both enhance and constrain practice,

4. Articulate the rationale for practice choices concerning the development of group services and practice with oppressed and vulnerable populations,

5. Apply the critical thinking skills of conceptualizing, labeling, analyzing, and evaluating their own group work skill, particularly with regard to developing the resiliency of the group as a whole and for developing the resiliency of individual members, and indicate areas for continued professional growth,
6. Articulate practice principles, skills, and strategies for work across stages of group development within different theories of group development and the impact of knowledge of client’s significant life conditions, life circumstances, and significant life events on these principles and strategies,

7. Describe the impact of group structure and diversity on group work practice, and articulate strategies in light of this impact,

8. Describe the principles of programming for work in a broad range of social agency settings with consideration to race, gender, social class, age, ethnicity, and sexual orientation,

9. State the ways in which race, social class, sexual orientation, ethnicity, gender, age, and oppression affect group interaction and development within the various settings of service,

10. Describe the influence of specific life conditions, life circumstances and life events on the advanced universals of group work practice, and

11. Discuss ethical issues and dilemmas unique to group work practice in the settings in which students practice.

V. TEACHING METHODOLOGY AND CLASSROOM CLIMATE

Teaching methodology will be didactic and experimental. Lectures, discussions of group work practice, role play, and class exercises provide the core of the course. Students will be expected to present material from their current group work practice. Reading selected from the attached bibliography will be assigned according to the topic. Students are expected to read further based on interest and the need to become an informed practitioner. Student input into course content and course operation is highly valued. Dialogue is the medium of the course.

Social and Economic Justice: The faculty of the School of Social Work believes we all share a responsibility for championing social and economic justice for all members of society. Guided by the Code of Ethics, social workers should strive to:

- Eliminate personal and institutional discrimination,
- Ensure access to needed resources and opportunities for all persons,
- Expand options and opportunities for everyone, but especially for persons who are disadvantaged or disenfranchised,
- Respect cultural diversity in society,
- Advocate changes that improve social conditions and promote social justice,
- Encourage participation in the democratic process, and
- Encourage people to develop their own voice.
There will be times during this course when societal “isms” or prejudicial attitudes and discriminatory practices are examined. Because of our commitment to social and economic justice, we are open to hearing all views and all perspectives will be carefully examined. Students are expected to be respectful of the opinions of others while at the same time striving to attain the ideals of social justice.

Disabilities: The Americans with Disabilities Act of 1990 requires that the university make reasonable accommodation to persons with disabilities as defined in the act. Students who wish to seek accommodations under the ADA guidelines must contact the Barry University Office of Disability Services in R. Kirk Landon Student Union, Suite 102; telephone 305-899-3488. The Office of Disability Services will inform faculty of specific classroom and course accommodations consistent with ADA guidelines.

Shared Client and Agency Information: As required by the School of Social Work’s Core Performance Standards, students must, at all times, protect client confidentiality in the classroom, assignments, and the field agency. All information about clients and agencies should be disguised or eliminated if clients could be identified, and this information is to be held in confidence. You must disguise the identity of clients in written assignments INCLUDING CHANGING THE NAME OF THE CLIENT.

VI. ASSIGNMENTS AND GRADING

A. Assignments

Each student is expected to complete all course readings and assignments as assigned by their course section instructor. Assignments may include, but are not limited to: in-class examinations, take home examinations, research papers, process recordings, book reviews, annotated bibliographies, individual and/or group presentations, student forums and debates, and community projects. The exact structure, combination, and number of course assignment requirements will be determined by the course section instructor.

B. Grading

The criteria for determination of grades are the sole responsibility of each instructor and grades cannot be appealed in the School. The following symbols are used for reporting grades for assignments and final course achievement:

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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
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<td>I</td>
<td>Incomplete - Given only when a small portion of the course work is not completed by the end of the semester for legitimate reasons, and the instructor approves an extension of time to complete assignments. After one year, an &quot;I&quot; grade becomes an &quot;F&quot; unless changed by the faculty member.</td>
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Cheating/Plagiarism

A policy on cheating and plagiarism was approved by the faculty in 1988. It reads: "Students who cheat/plagiarize on a paper, test, etc., shall be given an "F" grade for the particular incident and/or course." Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any class requirement. Cheating includes plagiarism or use of other's ideas, etc. without proper acknowledgments.

C. Attendance Regular attendance is required of all students. Only excused absences are acceptable. Three or more absences in any class or in field instruction will raise serious questions regarding whether a student may satisfactorily complete studies and continue in the program.

VII. REQUIRED AND OPTIONAL TEXTS

REQUIRED TEXT


OPTIONAL TEXTS


**VIII. GUIDE TO CONTENT AREAS**

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**Specific Content:**

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<td>Adolescent pregnancy</td>
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<td>Bereavement and loss</td>
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<td>Children and adolescents</td>
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<td>Family violence and abuse and neglect</td>
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<td>Foster care and adoption</td>
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<td>Divorce</td>
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<td>Public school social work</td>
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<tr>
<td><strong>Health</strong></td>
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<td>HIV/AIDS</td>
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<td>Inpatient services</td>
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**Mental Health**

| In-patient services                              | 40    |
| Community services                               | 40    |
| Residential care                                 | 43    |
| Homeless                                         | 45    |
| Substance abuse                                  | 45    |

**IX. THE COURSE OUTLINE: CONTENT AREAS AND READING ASSIGNMENTS**
UNIT I:  INTRODUCTION TO ADVANCED GROUP WORK PRACTICE

This unit introduces students to advanced group work practice and to the myriad factors which influence advanced clinical practice with groups. Building on ideas about the importance of the agency and community context taught in Foundation Year Practice courses, this unit stresses the ways in which agency as an organization, social policy, and focus areas uniquely influence social work practice with groups. The range of groups with unitary purposes from treatment to the promotion of social and economic justice is identified, as well as groups that link private troubles and public issues, thus containing more integrated purposes.

The ways in which groups serve persons with acute, enduring, or transitory human conditions and foster the resiliency of individuals and the groups as a whole are presented. Special attention will be paid to values and ethics.

READINGS

Northen & Kurland (2001). Chapter 1, special attention to the section on Values, pp. 15-17.


SUGGESTED READINGS


UNIT II: HISTORY OF GROUP WORK THEORY, FACTORS WHICH INFLUENCE THE DEVELOPMENT OF GROUP WORK PRACTICE APPROACHES, AND DIFFERENT WAYS OF THINKING ABOUT ADVANCED GROUP WORK PRACTICE.

This unit is designed to familiarize students with the historical evolution of different models of practice with groups, the myriad factors that influenced their development, and the link between past and present ways of thinking about group work practice. Reciprocal, remedial, problem-solving, empowerment, and cognitive-behavioral models are introduced as examples of approaches with roots in the past as well as current vitality. Essential similarities and differences of these five models are noted along critical dimensions, e.g., historical context, theoretical foundations, function of the social worker, conception of the group, valued skills and methodology, valued objectives, and relevance for diverse populations within the three focus areas. The degrees to which models focus on personal, intrapersonal, and/or environmental change are highlighted.

Students are introduced to contemporary trends in clinical group work practice by examining how their agencies’ contexts; client diversity and significant life conditions, circumstances and events; theoretical orientations to practice; social policy, and funding sources influence the organization and delivery of group work services, e.g., licensure, managed care, group types and formulations. Through this analytic process, elements of social and economic justice and injustice, and forms of oppression and discrimination in the provision of group work services, are noted and identified as arenas for practice. Group work strategies for advancing social and economic justice are articulated. This unit emphasizes that becoming educated about different ways of thinking about practice, positions students to make increasingly better informed practice choices concerning the development of group services and practice with different oppressed and vulnerable populations. The ways in which theoretical orientations both enhance and constrain practice with groups is established as a central theme, here and throughout the course. The social worker’s ethical obligation to increase service to oppressed and vulnerable populations is highlighted.

READINGS

Northen & Kurland (2001). Chapter 2, 8

SUGGESTED READINGS


UNIT III: CONCEPTUALIZING, ANALYZING, AND LABELING GROUP WORK SKILL

Group work method is conceptualized as combining three integrated areas: knowledge, principles of practice, and the hopes and aspirations for which we strive as a result of our knowledge-based practice. Values and ethics are integrated into each of these areas. This unit of study forms the basis for later units with focused attention of conceptualizing, analyzing, and labeling group work skill through the application of the critical thinking skills. Definitions of skill are compared and students become versed in labeling and critiquing their own group work practice. The assessment of skill provides a base for additional growth and learning. Advanced skills of building resiliency within the
group as a whole and in strengthening the resiliency of individuals within the group are highlighted.

**READINGS**


**SUGGESTED READINGS**


**UNIT IV: ADVANCED UNIVERSALS OF GROUP WORK PRACTICE: STAGES OF GROUP DEVELOPMENT, GROUP STRUCTURE, DIVERSITY, PROGRAM AND ACTIVITIES, BUILDING RESILIENCY OF INDIVIDUALS AND THE GROUP AS A WHOLE**

This unit takes as its basic premise two interrelated principles. First is the idea that increasing the strength and resiliency of the group as a whole provides the basis for increasing the strength and resiliency of individual group members. Second, that increasing the strength and resiliency of individual members serves to increase the strength and resiliency of the group as a whole. To achieve these desirous outcomes five advanced universal areas of group work theory and practice are studied: 1) the
development of the group as a whole over time; 2) differential practice in various stages of group development; 3) the influence of diversity on group interaction and group diversity and the necessity to attend to diversity in groups at different stages of group development, e.g., race, gender, class, ethnicity, age, sexual orientation, differing abilities; 4) the impact of structure on group interaction and group development, e.g., long-term, short term, open-ended, close-ended, co-leadership, group composition, degree of choice (voluntary, proffered, mandated), 5) the differential use of program and activities, across settings of service and throughout different phases of the helping process, to strengthen the resiliency of the group as a whole and the resiliency of individual members. A distinguishing feature of this unit is the recognition of the reciprocal influence of these five universals and the need to define helping strategies so that risk and vulnerability are decreased and protective factors are increased.

**READINGS**

Northen and Kurland (2001), Chapters 11, 12, 13, 14, 15, 16

**SUGGESTED READINGS**


Davis, L. E., & Proctor, E. K. (1989). *Race, gender & class*. Englewood Cliffs, NJ: Prentice Hall, Inc. Chapter 1 (Race as an issue in practice); Chapter 4 (Race and group treatment); Chapter 5 (Guidelines for practice when race is salient); Chapter 6 (Gender as an issue in practice); Chapter 9 (Gender and group treatment); Chapter 10 (Guidelines for practice when gender is salient); Chapter 11 (Socio economic status as an Issue in Practice); Chapter 14 (Socio economic status and group treatment); Chapter 15 (When socio economic status is salient).


UNIT V: APPLICATION OF ADVANCED UNIVERSALS ACROSS PHASES OF WORK AND ACROSS ASSISTING GROUP MEMBERS WITH VARIOUS LIFE CONDITIONS, LIFE CIRCUMSTANCES AND LIFE EVENTS: PLANNING AND BEGINNING GROUPS

This unit concentrates upon the application of advanced universals of group work practice (the development of the group as a whole, differential practice in different stages of group development, diversity, and structure) to the planning of groups and to the initial phase of work (beginnings) within the various settings of service. Similarities and differences in approaches to planning and beginning with group members experiencing various life conditions, life circumstances and life events are identified.

Planning Groups

On occasion, a social work group emerges naturally and spontaneously. Most often, group services are proffered or mandated, and are formed after a careful professional planning process. Such a process can go a long way to ensuring the resiliency of the group and thus, its survival. Clarification of group purpose, composition, size, temporal and spatial arrangements, decisions about structure, organizational sanctions and supports, division of labor between worker and members, are all critical components to consider. This unit advances knowledge of these generic aspects of planning groups in two major ways: by identifying the significance of group members’ personal, interpersonal and environmental stressors for planning groups and by specifying the ways in which thorough planning can build in elements which strengthen the resiliency of the group as a whole and can strengthen individual group members as well.

Beginnings

In this unit students will examine advanced clinical skills of beginning with groups during the pre-affiliation stage of group development, as they assist group members with various life stressors. Particular attention is paid to the ways in which specialized life stressors and knowledge of the initial stage of group development (pre-affiliation), inform the initial phase of work and worker skill. For example, what are the most skillful ways of beginning in a substance abuse group where members have been mandated? Or, what are the most skillful ways of beginning in a group for children who have been sexually abused? The skills of contracting, democratic process, and themes of inclusion are highlighted. Democratic means are tied to democratic ends of increasing social and economic justice. These ideas are especially relevant for oppressed and vulnerable populations traditionally excluded from participating in the creation of services for themselves, especially children, adolescents, older persons, and mandated clients.
READINGS

Northen & Kurland (2001), Chapters 5, 6, 7, 12

SUGGESTED READINGS


Additional readings will be assigned from focus area sections of the syllabus.

**UNIT VI: APPLICATION OF ADVANCED UNIVERSALS ACROSS PHASES OF WORK AND ACROSS ASSISTING GROUP MEMBERS WITH VARIOUS LIFE CONDITIONS, LIFE CIRCUMSTANCES AND LIFE EVENTS: THE MIDDLE PHASE, DEVELOPING COHESION, AND MOVEMENT INTO THE WORK OF THE GROUP**

This unit concentrates upon the application of advanced universals of group work practice (the development of the group as a whole, differential practice in different stages of group development, diversity, and structure) to the middle phase of work (the work phase) across various settings of service. Similarities and differences in approaches to the middle phase of work with groups are identified. Students’ examination of their own advanced clinical skills during this phase of work, informed by advanced universals of group work practice and specialized focus area knowledge, provides a central focus for inquiry.

The significance of differences in stage designations are explored with an emphasis upon differential conceptions of skill, e.g., Garland, Jones, and Kolodny’s power and control, intimacy, and differentiation, in contrast to Schiller’s establishing a relational base, mutuality and interpersonal empathy, challenge and change. For example, what are the most skillful ways of sustaining work in an in-patient open-ended cancer support group where members are voluntary? Or, what are the most skillful ways of developing cohesion in a group for adolescents in residential treatment where members have been mandated?

In this phase groups are poised to achieve the work for which they have come together. To do so, they must coalesce into cohesive working units. Disputes over purpose, rules, membership, leadership, power and control, and intimacy in relationships, often become obstacles to group development and the achievement of group purposes. Knowledge of a group’s stages of development informs assessment and provides directives for practice. The worker’s task is to recognize the character of the group’s development, to identify obstacles to group development, and to generate a helping strategy designed to increase the group’s strength in dealing with obstacles to its development, thereby increasing cohesion.
READINGS

Northen & Kurland (2001), Chapters 9, 10, 13, 14

SUGGESTED READINGS


UNIT VII: APPLICATION OF ADVANCED UNIVERSALS ACROSS PHASES OF WORK AND ACROSS ASSISTING GROUP MEMBERS WITH VARIOUS LIFE CONDITIONS, LIFE CIRCUMSTANCES AND LIFE EVENTS: SEPARATION, TERMINATION, AND TRANSITIONS IN GROUPS

This unit concentrates upon the application of advanced universals of group work practice (the development of the group as a whole, differential practice in different stages of group development, diversity, and structure) to the termination phase of work (the ending phase) across the various settings of service. Similarities and differences in approaches to the ending phase of work with groups are identified. Students’ examination of their own advanced clinical skills during this phase of work, informed by advanced universals of group work practice and specialized focus area knowledge, provides a central focus for inquiry.

Endings in groups are more complicated than endings with individuals and families. Members of groups develop relationships with the social worker, with each other, and with the group as a whole. The tri-level nature of these relationships necessitates a multiplicity of endings and well developed skills on the part of the social worker. Specialized knowledge of life stressors and knowledge of the unequal distribution of scarce resources place additional responsibility upon the social worker to practice in an informed and ethical manner. For example, what are the most skillful ways of ending with a group of poor, diverse, abused and abandoned children? What are the skills of advocating for group service to oppressed and vulnerable populations when service can be interrupted for four months until the next student arrives? How can the resiliency of members be sustained in the face of the ending of the group?
**READINGS**

Northen & Kurland (2001), Chapters 15, 16

**SUGGESTED READINGS**


Additional readings will be assigned from focus area sections of the syllabus.

**FAMILY AND CHILDREN**

**Aging (Community and Institutionally Based Services)**


**Adolescent Pregnancy**


**Bereavement and Loss**


populations, and the life cycle (pp. 81-96). New York: Columbia University Press.


**Children and Adolescents**


**Family Violence and Abuse & Neglect**


**Foster Care and Adoption**

Brown, R., & Shields, R. Making foster group homes work: Using the group to support foster parents, (pp. 236-253). In D. Fike & B. Rittner (Eds.), *Working from strengths: The essence of group work* (pp. 49-57). Miami: Center for Group Work Studies


**Divorce**


**Public School Social Work**


**HEALTH**

**Hiv/Aids**


**Inpatient Services**


**Community Services**


**MENTAL HEALTH**

**Inpatient Services**


**Community Services**


Falck, H. Group work with the severely mentally ill. In D. Fike & B. Rittner (Eds.), *Working from strengths: The essence of group work* (pp. 148-161). Miami: Center for Group Work Studies


**Residential Care**


**Homeless**


**Substance Abuse**


