Social Group Work II         SPRING 2006
SWK 6024

Course Description

The course is a continuation of Social Group Work I and focuses on the students’ development of practice skills in relation to different clinical and community settings, as well as oppressed and vulnerable populations. Covered is the field of mental and physical health, emphasizing group therapy with the chronically mentally ill, emotionally disturbed children, prevention and treatment of chemical dependency, HIV-AIDS and the developmentally disabled. Issues of diversity and multiculturalism in group work practice are highlighted and applied to practice with adolescents in urban schools and residential settings, institutionalized elderly and parents in the child welfare system.

I. Learning Objectives
At the conclusion of this course, students will be able to:

1. Develop a mutual aid process to facilitate members to help one another achieve their individual and collective aspirations and goals.

2. Understand the impact of time on group process and able to work with different group structures, i.e., open ended, single session and short term groups.

3. Develop group therapy skills for working with the emotionally disturbed and chronically mentally ill.

4. Understand how to formulate, implement and evaluate treatment goals.

5. Understand how to use the DSM4 classification of psychopathology for diagnostic purposes.

6. Understand different types of treatment groups: social, support, cognitive and behavioral.

7. Appreciate diversity issues such as: ethnicity, gender and sexual orientation.

8. Understand the importance of social group work in meeting the normal growth and development needs of individuals, particularly in community settings such as Jewish Community Centers, Settlement Houses and schools.

9. Understand the consultation process in facilitating the development of group services.

10. Understand the termination stage of group development in terms of: variations with different group types and populations, tasks to be accomplished and the role of the worker.

II. Instructional Methods

Learning will occur through a variety of experiences and methods such as lecture, class discussion, role playing and presentations from field experience.
III. **Course Expectations and Grading**

Students are expected to attend all classes and to be on time. Class participation is important and there is an expectation that students will do the required reading specified under each course unit. Grades are largely based on assignments; 45% each for both assignments, and 10% for student discussion of readings, class attendance and completing assignments on time.

**PLAGIARISM:**
Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else’s work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another’s work without citation; when a student paraphrases major aspects of another’s work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to some else’s work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action, which may include expulsion.

**HIPAA ALERT**
In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person, needs to be changed or eliminated. This includes obvious things like names and birth dates, but may also cover other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation it can be included if it will not allow for identification.

IV. **Text for the Course**


V. **Assignments**

I) **Record of Service**

Through the assignment you are asked to identify a problem or theme experienced by a group with which you are working and to analyze your own practice with the group over time in relation to that problem/theme. Students are expected to draw upon knowledge from the research course to evaluate their practice.

Covers Learning Objectives: 1,2,3,9.

An outline for the Record of Service is appended to the course outline. Due March 18th
Covers Learning Objectives: 1,2,3,10.

II) **Termination Stage In Group Development**
Refer to attached outline. Due May 6th
Covers Learning Objectives: 1, 2, 3, 10.

UNIT I: Introduction - (Session 1.)

A. Review of learning objectives, course content, learning methods, and assignments.
B. Course expectations and grading.
C. Identification of student interests.
D. Discussion of content for Unit II: Group Work with the Emotionally Disabled.

UNIT II: Group Work in Mental Health - (Sessions 2, 3, 4)

Learning Themes

This unit examines the relationship between group work and group psychotherapy, differences that characterize psychiatric group work from other models, group services to meet the needs of individuals with emotional and mental illness, and the role of the group worker in group therapy. Learning objectives covered are: 1, 2, 3, 4, & 7.

Required Readings


UNIT III: DIVERSITY IN GROUP WORK PRACTICE  (Sessions 5,6,7)

Learning Themes

The unit addresses ethnicity, biculturism and gender issues in contemporary group work practice, group dynamics in multi-ethnic groups, the group workers role in ethnic and bicultural groups and managing cultural diversity in groups. Learning objectives covered are: 4, 5.

Required Readings


UNIT IV: Social Group Work in Community & Neighborhood Settings  (Sessions 8, 9)

Learning Themes

Covered are the opportunities for social group work in such settings as Jewish Community Centers, Settlement Houses, Camps and Schools. The decline of group work and the need for a revival of group
work in community settings is addressed. A developmental model of social group work is examined. Learning objectives covered are: 2 & 6.

Required Readings


**UNIT V: Work With Task Oriented Groups - (Sessions 10 & 11)**

Learning Themes

The unit covers a typology of task groups including social action groups, the importance of member roles in task groups, a balance between task and socio-emotional functions, problem solving and decision making, training members for leadership responsibilities and the role of the worker in this model of group work. Learning objectives covered is: 2.

Required Readings


**UNIT VI: Consultation For the Development of Group Work Services  (Sessions 12)**

Learning Themes

Group Work is an essential component of comprehensive social work services within an agency. Despite the importance of group work, many agencies do not have a group work service. The roles and functions of the consultant in working with agencies and staff to develop group services is covered. Learning Objective covered is: 8.

Required Readings


**UNIT VII:  SEPARATION, TERMINATION, TRANSITION (Sessions 13 & 14).**

Learning Themes

This section deals with the termination stage of group development. It focuses on: group characteristics, reaction of worker and members to termination, variation in group reaction to termination according to group structure and type, and role of the worker in the termination process. Learning Objectives covered are: 4 & 9.

Required Readings


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First Assignment

RECORD OF SERVICE

Through the Record of Service, you are asked to identify a problem or theme experienced by a group with which you are working, or by an individual group member, and to analyze your own practice with the group over time in relation to that problem/theme.

Group problems may center around any of four themes:

1. Group formation, i.e., helping members cope with the emotional problems of beginnings; helping the group define its purpose and contracting; promoting relationships between members, and perception of the worker.

2. Group structure, i.e., helping the group to make decisions, solve problems, improve communication, deal with sub-groups, roles, status and manage conflict.

3. Individual need satisfaction -- helping the group deal with themes that are shared by the group members around developmental or situational issues, i.e., adolescents’ struggle for independence; role loss among the elderly, and the stigma attached by being retarded or mentally ill.

4. Group relationship to its environment, i.e., helping the group deal with difficulties with the sponsoring agency, outside organizations and with other groups or individuals outside the group’s boundaries.

If your focus is with an individual member of the group, you are asked to use the Record of Service to focus on the difficulty a group member may be having within the group or with another system, i.e., family, school, welfare or peer group.


After you have identified the problem/theme to address in the Record of Service, you are to examine that problem by completing the following final sections:

1. **How the problem came to your attention.** Present all relevant data about the members involved and the group's development in regard to the problem or issue. Also, include the first process excerpts in which the problem arose.

2. **Summary of work.** Include excerpts of portions of the process over time in which the problem appeared and how you acted or did not act to handle it. Date the excerpts and include in chronological order. They may involve whole sessions and/or parts of group sessions over several weeks. All interventions you made are to be underlined and numbered. In brackets next to each intervention, identify and describe the skill involved.

3. **Assessment.** In this section, you are asked to go back over and critically and systematically examine your own intervention or lack of intervention in the process. Identify problems you have that frequently enter into your practice such as: difficulty in handling conflict, a need to be overly controlling, etc. Assess each of your numbered interventions.

4. **Specific next steps.** Discuss specifically what you need to do in regard to the problem under discussion in your future intervention with the total group, individual group members, with the agency, and/or with others outside the agency.

5. **Conceptual framework.** List useful concepts that illuminate your work in relation to the problem or issue you have discussed and briefly discuss at least two journal articles relevant to the material you have presented in the Record of Service.
Final Assignment

The Termination Stage in Group Development

I. Guidelines for Completion of Assignment

? Select one group with which you are presently working.

? Describe all of the termination work done with the group you selected. Include substantial excerpts from group process recordings to illustrate the practice. Critically assess each of your interventions.

? If aspects of the termination work have not occurred as yet, describe in detail what you plan to do and the theoretical basis for your practice.

? Readings. You are expected to read the articles on termination listed in the Course syllabus and refer to them in discussion of the assignment questions. Also, refer specifically to the Northen and Shulman texts.

II. Guidelines for Completion of Assignment

Groups experience termination differently according to group type, such as task vs. treatment, whether the group is short or long term and stage of group development at the time of termination and group population.

? Throughout the assignment indicate how you think these and other variations affect your role and the termination experience for the group.

III. Discuss the following

1. Preparation for termination
   * tuning in to member feelings
* tuning in to worker feelings

? timing the work of termination

2. Emotionality of ending
   * range of member feelings positive and negative
   * role of worker in handling member feelings
   * expression of worker feeling

3. Recapitulation and evaluation
   ? Issues and questions to be discussed.

4. Developmental issues that are relevant for the group in the termination stage.
5. Special role of worker in the termination stage.
6. Obstacles that interfere with the termination work.
7. Plan for closure with the group.

Answer each of above topics separately and include the title of the question.