

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 303**

**Group Work Practice in Social Work: Micro, Mezzo, Macro**

**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:**

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**Class Day and Time:**

**Class Location:**

**Credits/Length of Course:** 3 Credits

**Method of Delivery:**

**Prerequisites:** Social Work with Individuals and Families (SOWK 503) or concurrent enrollment \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, mezzo, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**COURSE DESCRIPTION**

This course presents theoretical and practical approaches to social work with groups, with a focus on group development, dynamics, and processes. Students gain an appreciation for the role of group work as a key social work methodology, an understanding of how group work is practiced within agency and community settings, and an awareness of themselves as group members and facilitators. The course emphasizes the ethics and values of group work practice, particularly in relation to the use of group work to advance anti-racist and decolonizing approaches to social work.

Critical thinking skills are emphasized throughout the course via decisions surrounding the appropriate use of groups as a method of praxis, the role of the leader/facilitator/worker, considerations of purpose and time, assessment of group dynamics, stages of group development, group membership considerations, the impact of technology, and the role of evaluation and research in group work practice. The course addresses group work within both individualistic and collectivistic cultures at the community and international levels.

Key concepts for understanding social work with groups are addressed, including mutual aid, empowerment, group typology (i.e., treatment and task), the therapeutic/helping factors of group work, the effective use of activity, professional associations as groups, group work as a mechanism for individual, social, and community change, and group work as a form of advocacy and organizing to address injustice and systemic oppression. The Standards for Social Work Practice with Groups, developed by the International Association of Social Work with Groups (IASWG), provide an overarching course foundation for just, equitable, and effective group work practice.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 1.0: Demonstrate Ethical and Professional Behavior**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Option A/B/C Paper, Exam, Small Group Presentation and Preparation, and Small Group Experience Final Assessment Paper | Knowledge, Value, Skills, and Cognitive & Affective Processes |

**Competency 2.0: Engage Diversity and Difference in Practice**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Option A/B/C Paper, Exam, Small Group Presentation and Preparation, and Small Group Experience Final Assessment Paper | Knowledge, Value, and Skills |

**Competency 4.0: Engage in Practice-Informed Research and Research-Informed Practice**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Small-Group Presentation and Preparation, and Small Group Experience Final Assessment Paper | Knowledge, Value, Skills, and Cognitive & Affective Processes |

**Competency 6.0: Engage with Individuals and Families**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Option A/B/C Paper, Exam, Small Group Presentation and Preparation, and Small Group Experience Final Assessment Paper | Knowledge, Value, and Skills |

**Competency 7.0: Assess Individuals, Families, Groups, Organizations, and Communities**

|  |  |  |
| --- | --- | --- |
| **Assignment** | Option A/B/C Paper, Exam, Small Group Presentation and Preparation, and Small Group Experience Final Assessment Paper | Knowledge, Value, Skills, and Cognitive & Affective Processes |

**METHODS OF INSTRUCTION**

**Sakai**

This course will be conducted in-person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Daily reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements.

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Attendance Policy**

Attendance and participation are important elements in learning whether the class is in-person, asynchronous, synchronous, or hybrid. While there is not a standard attendance and participation policy in SSW, each instructor will in their syllabus have the policies for their class. Students are responsible for reading the syllabus for course content and policies like attendance and participation. When something is not clear students should request clarification from the instructor. Students having been approved for accommodations by the SAC should follow the protocol of the SAC as well as speak with the instructor at the beginning of the semester to address any questions from the instructor. Should circumstances change during the semester, students should inform the instructor.

**Students with Special Needs**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway for addressing your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](http://www.luc.edu/hr/titlenine.shtml) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to [Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Act](https://www.luc.edu/regrec/ferpa.shtml) at Loyola University website or the [U.S Dept. of Education](https://ed.gov/policy/gen/reg/ferpa/index.html) website. Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure.  Students are encouraged to visit the Writing Center website at <http://www.luc.edu/writing/home/> for additional information.  Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for technical support. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

## Important Contact Information

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)

Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)

Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)

Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)

Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)

Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Student Accessibility Center: 773-508-3700, [Student Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING, & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity.  Students may not use the same assignment content to fulfill different course requirements.  If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [Turn-It-In](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class.  As a result, students should identify and resolve any academic difficulty as early as possible.  See the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s for additional information regarding academic concerns.

**Grading Criteria**

Grades are based on the following criteria:

**A** = Exceptional. This grade will be assigned to assignments that show extensive use of literature as well as broad use of concrete concepts and examples of practice, paying special attention to the use of professional language, grammar, and sentence structure in all written materials.

**B** = Fully meets graduate-level standards. This grade will be assigned to tasks and assignments in which all the steps have been satisfactorily completed showing a combination of the appropriate use of theories, principles, and precise descriptions of practice.

**C** = Performance, in general, is not satisfactory and is below the graduate level standard, all the requirements of the task or assignment have been completed.

**D** = Performance, in general, is not adequate. The student must re-take the course.

**F** = Failure. The performance and quality of work are not satisfactory, or some parts of the tasks or assignments have not been completed.

**I** = At the discretion of the section Instructor a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted.

**Grading Scale**

| **Grade** | **Percentage (%)** |
| --- | --- |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

Assignments have mandatory due dates. Smaller weekly assignments will have due dates assigned in class or via email. Assignments that are submitted late, without prior instructor approval, will receive a reduction in grade.

Course Assignments include the following:

1. Weekly required readings and brief reflection assignments support course objectives and prepare students for class discussions. Specific reading assignments are listed in the course syllabus.
2. Regular class attendance, careful preparation for, and thoughtful participation in all class sessions are critical components of the course. If a student needs to miss a class for an emergency or other significant reasons, the instructor and small group should be informed ahead of time.
3. Students will be asked to participate in an ongoing small group experience via both online and classroom interactions. Consistent, respectful, and effective participation in the small group is required. There will be brief group assignments as well as one longer-term project. Students will submit a paper summarizing and assessing the small group experience and the contributions of each member. Please see the assignment guidelines near the end of this syllabus. Additional details will be provided via classroom/online communications.
4. One exam focusing on basic course information will be administered.
5. Each student will be asked to attend a meeting of either a) a professional voluntary association (NASW, IASWG, etc.), b) a twelve-step meeting, or (c) a community or social action meeting and write a paper assessing this experience through 1) the lens of a group worker, and 2) its potential influence on one’s personal/professional aspirations. Please see the assignment guidelines near the end of this syllabus. Additional details will be provided via classroom/online communications.

**ASSIGNMENT - OPTION A: PROFESSIONAL ASSOCIATION EXPERIENCE**

Select a social work or social welfare professional association that interests you and attend a meeting of that organization. Then, submit an **8-10 page, a double-spaced paper analyzing your experience, utilizing the outline below. A reference page is required, but does not count in the page limit, and should follow APA formatting, including page numbers.**

**Cut and paste the entire assignment outline and respond to each item under its Roman numeral and full topic heading. Please proofread carefully, and be sure to incorporate extensive and relevant course literature, especially in item XIII.** Linking your experience to course literature and discussions is a critical component of this assignment.

Examples of organizations whose meetings might interest you include the National Association of Social Work (NASW), the International Association for Social Work with Groups (IASWG), and the Illinois Group Psychotherapy Society (IGPS). Information about specific meeting times for many social work/social welfare associations is available from the list posted under Professional Association Information on our Sakai site.

A major objective of this assignment is to enhance your knowledge, experience, appreciation, and critical thinking about the role of professional associations as a significant component of your chosen profession and a potentially supportive community for your ongoing development. Viewing these associations not as bureaucratic organizations, but rather as groups designed to support and enhance one’s life work, can be a valuable frame of reference for the new professional. Social workers, in particular, need one another’s supporting in today’s climate of increasing demands, limited resources, and frequent burnout. Professional associations provide one vehicle for developing these connections.

ASSIGNMENT OUTLINE

Viewing the association meeting through the lens of a group worker, please respond to the following items:

**Part One**

1. Name of association
2. Date, time, and length of the meeting
3. Place of meeting
4. Participants – number, professions, assigned roles, and demographics — include age, race/ethnicity, gender, social/economic class, disabilities
5. Type of group and purpose(s) of the meeting (Use Toseland and Rivas’s Typologies of Groups)
6. Brief summary of the content and structure of the meeting
7. Assessment of the properties of the group — link with all the following terms and provide supporting examples/observations: atmosphere, interaction/participation patterns, cohesion, group
8. Culture, decision-making processes, and bases for leadership power (Use Toseland and Rivas's descriptions in Chapters 3 and 4)
9. Identify the therapeutic/helping factors evidenced in the meeting. (Use Yalom’s therapeutic factors). Describe how these factors were demonstrated in the meeting.
10. Clarity and effectiveness of purpose and the use of time.
11. Assessment of the stage of the group’s development. (Use Garland, Jones, Kolodny’s Five Stage Model of Group Development). Cite examples to support your assessment.

**Part Two**

Reflect upon the potential value and influence of this group/association on you and your personal/professional aspirations. Consider and respond to the following:

1. How did you feel as an attendee at the meeting?
2. What aspects of the meeting did you like? What suggestions for improvement would you make?
3. How did your experience relate to course readings and discussions? Be sure to cite **multiple** theoretical concepts from class readings in your observations and assessments.Your response should include information from **all** the following readings and should **also reference additional course literature and discussions.**
* *Bowling Alone* (assigned selections) by Putnam.
* *Forces at work: The top 5 reasons for belonging* *to a professional association* by Royce and Hechtman (2001).
* *A critical call for connecting students and professional associations* by Simon, Webster, and Horn (2007).
1. Comment on the potential value and influence of this association for you and your personal/professional aspirations and the field of social work.
2. Concluding comments.

**ASSIGNMENT - OPTION B: VISIT A TWELVE-STEP GROUP**

Twelve-Step Programs are important options for many individuals. Alcoholics Anonymous, Overeaters Anonymous, Narcotics Anonymous, Gamblers Anonymous, and Alateen are just a few of the programs based on the twelve-step model. This model is also based on the importance of group interaction and support.

Select one twelve-step program and attend an “open” meeting of this group. In this case, “open” refers to a meeting that can be attended by someone who does not suffer from this condition.

**Submit an** **8-10 page, a double-spaced paper analyzing your experience, utilizing the outline below. A reference page is required, but does not count in the page limit, and should follow APA formatting, including page numbers.**

The following websites may help you locate an appropriate meeting:

 Alcoholics Anonymous http://www.aa.org

 Chicago Area Alcoholics Anonymous http://www.chicagoaa.org

 Overeaters Anonymous http://www.oa.org

 Gamblers Anonymous http://www.gamblersanonymous.org

ASSIGNMENT OUTLINE

Viewing the meeting through the lens of a group worker, please respond to the following items. **Cut and paste the entire assignment outline and respond to each item under its Roman numeral and full topic heading.** **Please proofread carefully, and be sure to incorporate extensive, relevant course literature, especially in item XIII.** *Linking your experience to course literature and discussions are a critical component of this assignment.*

**Part One**

1. Name of group/meeting
2. Date, time, and length of the meeting
3. Place of meeting
4. Participants – number, assigned roles, and demographics--include age, race/ethnicity, gender, social class/economic class, disabilities.
5. Type of group and purpose(s) of the meeting (Use Toseland and Rivas’s Typologies of Groups)
6. Brief summary of the content and structure of the meeting
7. Assessment of the properties of the group — link with all the following terms and provide supporting examples/observations: atmosphere, interaction/participation patterns, cohesion, group culture, decision-making processes, and bases for leadership power. (Use Toseland and Rivas's descriptions in Chapters 3 and 4)
8. Identify the therapeutic/helping factors evidenced in the meeting (Use Yalom’s therapeutic factors). Describe how these factors were demonstrated in the meeting.
9. Clarity and effectiveness of purpose and the use of time.
10. Assessment of the stage of the group’s development. (Use Garland, Jones, Kolodny’s Five Stage Model of Group Development). Cite examples to support your assessment.

**Part Two**

Reflect upon the potential value and influence of this group/association on you and your personal/professional aspirations. Consider and respond to the following:

1. How did you feel as an attendee at the meeting?
2. What aspects of the meeting did you like? What suggestions for improvement would you make?
3. How did your experience relate to course readings and discussions? Be sure to cite multiple theoretical concepts from class readings in your observations and assessments.Your response should include information from both of the following readings and shouldalso reference other course literature and discussions.
	* *People with Problematic Alcohol Use* by Hanson found in Gitterman, A. & Salmon, R. (2008).
	* *Encyclopedia of Social Work with Groups.* New York, NY: Routledge. (See Recommended Reading, Module IV).
	* *How Alcoholics Anonymous Works*? by the Harvard Mental Health Letter.
4. Comment on the potential value of such groups for your personal/professional aspirations and the field of social work as a whole.
5. Concluding comments.

**ASSIGNMENT - OPTION C: COMMUNITY ORGANIZATION/SOCIAL ACTION GROUP EXPERIENCE**

Select a social action/social justice/community organizing group that interests you and attend a meeting of that organization. Examples of organizations whose meetings might interest you include organizations on the following lists. Your selection, however, is not limited to these lists.

<https://actionnetwork.org/groups/search>

<https://stateofracialjusticechicago.com/partners-and-resources/>

The purpose of this assignment is to observe an organizational or planning meeting of the group and assess it through the lens of a group worker. A major objective of this assignment is to enhance your knowledge, experience, appreciation and critical thinking about the significant role of community/social action groups, as well as to gain experience observing a task group in action. (Note: Although you are welcome to participate in an event hosted by one of these groups (i.e. protest, etc), that participation alone does not meet the criteria for this assignment.)

ASSIGNMENT OUTLINE

**Submit an 8-10 paged, double-spaced paper analyzing your experience, utilizing the outline below. A reference page is required, but does not count in the page limit, and should follow APA formatting, including page numbers.**

**Cut and paste the entire assignment outline and respond to each item under its Roman numeral and full topic heading.** **Please proofread carefully, and be sure to incorporate extensive and relevant course literature, especially in item XIII.** *Linking your experience to course literature and discussions is a critical component of this assignment.*

Viewing the meeting through the lens of a group worker, please respond to the following items:

**PART ONE**

1. Name of organization
2. Date, time, length, and location of meeting
3. Participants – number, professions, assigned roles, and demographics — include: age, race/ethnicity, gender, social/economic class, disabilities
4. Type of group and purpose(s) of the meeting (Use Toseland and Rivas’s Typologies of Groups)
5. Brief summary of the content and structure of the meeting
6. Assessment of the properties of the group — link with all of the following terms and provide supporting examples/observations: atmosphere, interaction/participation patterns, cohesion, group culture, decision-making processes, and leadership (Use Toseland and Rivas's descriptions in Chapters 3 and 4)
7. Identify the therapeutic/helping factors evidenced in the meeting. (Use Yalom’s therapeutic factors). Describe how these factors were demonstrated in the meeting.
8. Assess the clarity and effectiveness of purpose and the use of time.
9. Assessment of the stage of the group’s development. (Use Garland, Jones, Kolodny’s Five Stage Model of Group Development). Cite examples to support your assessment.

**PART TWO**

Reflect upon the potential value and influence of this group/organization on you and your personal/professional aspirations. Consider and respond to the following:

1. How did you feel as an attendee at the meeting?
2. What aspects of the meeting did you like? What suggestions for improvement would you make?
3. How did your experience relate to course readings and discussions? Be sure to cite **multiple** theoretical concepts from class readings in your observations and assessments.Your response should include information from **all** the following readings and should **also reference additional course literature and discussions.**
* Staples, L. (2012). Community organizing for social justice: Grassroots groups for power. *Social Work with Groups*, *35*(3), 287–296.
* Breton, M. (2012). Small steps toward social justice. *Social Work with Groups, 35*(3), 205–217.
* Turner, H. (2011). Concepts for effective facilitation of open groups. *Social Work with Groups,* 34(3/4), 246 - 256.
1. Comment on the potential value and influence of this group for you and your personal/professional aspirations and the field of social work.
2. Concluding comments.

**ASSIGNMENTS: SMALL GROUP PRESENTATION, EXPERIENCE, & FINAL ASSESSMENT PAPER**

Overview:

This assignment is made up of several parts. To successfully complete this course assignment, you will need to revisit these instructions and make multiple submissions as the semester progresses.

Small-Group Responsibilities:

* Preparing the experiential exercise for the class on the assigned date.
* Preparing to lead a discussion with the class about the value and applicability of the exercise by developing 4-5 questions to generate class discussion about the exercise. The exercise and discussion should take approximately 30-40 minutes in total.
* Preparing and disseminating a written evaluation form for participant feedback about the experience.
* Scheduling and holding a de-briefing session for your group to discuss the experience and review the evaluations.

**Part One: Selecting a Potential Exercise for Your Small Group Project**

Each member of the small group should identify an exercise or activity that relates to the particular stage or topic assigned to one’s small group. Use the exercise template provided below to describe your exercise. **Copy the entire template and enter your response below each heading.**

Small-Group Exercise Template

1. Name of Exercise
2. Your Name, Small Group Name
3. Citation or Source of Exercise (If the author or source of the exercise is unknown, please explain how you became familiar with the exercise)
4. Stage(s) of Group Development for which the Exercise is Appropriate
5. Exercise Objectives
6. Time Requirements
7. Space Requirements
8. Group Size Restrictions
9. Materials Needed
10. Sample Handouts, if appropriate
11. Method or Instructions for Conducting the Exercise
12. Suggestions/Steps for Follow-up Activities/Discussions
13. Tips/Comments/Suggestions

Following completion of the template, **submit it three ways**:

1. **To your instructor**: under the Assignments tab on Sakai, in this location: Individually Selected Exercise (submit as an attachment)
2. **To your small group on your group’s Forum page**: under the Forum page on Sakai, in the folder Individually Selected Exercises
3. **To the entire class on the Forum page**: under the Forum page on Sakai, under the folder Individually Selected Exercises
4. Following submission to these three sites, each member of the small group should review the exercises posted by the other group members. The group should then discuss and select one exercise to demonstrate for the entire class.

**Part Two: Small Group Presentation**

Once your group has identified an exercise to demonstrate for the entire class, your group should prepare 4-5 discussion questions to guide the class discussion following the demonstration. Your group is also responsible for developing a written evaluation form in order to receive peer feedback about the experience.

One week prior to the presentation, each group should submit via Sakai:

* The completed template describing their chosen exercise (This is the same template used in Step 1 of the assignment)
* How the exercise was modified for the class
* Steps the group has taken to prepare for the presentation **and**what roles were assigned to each group member
* Discussion questions (These questions focus on the participants' reactions to the activity and process)
* Evaluation form (These questions focus on an assessment of the group presentation itself, i.e., Did the presentation reflect clarity, preparation, etc.?)

Only one member of each group needs to submit this information. Please include the name of the group and the names of each individual group member on each document. Please notify the instructor by email when the information is posted.

Following the demonstration, each group is responsible for **scheduling and holding a debriefing session** for your group to discuss the experience and review the evaluations.

**Part Three: Assessment of Small Group Experience**

Each group member is required to submit a critical analysis of their small group experience in **7-10 double-spaced, carefully proofread pages**. Assessments and observations must be supported by course theory, terminology, and literature. Examples should be specific and clearly tied to the course learning. A reference page is required and should follow APA formatting, including page numbers.

**ASSIGNMENT OUTLINE**

Cut and paste the entire assignment outline and respond to each item under its Roman numeral and full topic heading. Proofread carefully and be sure to incorporate extensive and relevant course literature, a minimum of **6** references.

1. Your name
2. Group name
3. Name of the exercise
4. Date, time, and length of group presentation
5. Date, time, length, place, and atmosphere of the debriefing session

V. Summarize and assess the written evaluations of your group presentation. Discuss the reactions you and your group had to this feedback. What, if anything, would you want to change about your group’s preparation and presentation? Be specific.

1. Assess the composition of your small group. Discuss areas of homogeneity and heterogeneity. Comment on the impact each of the following factors may have had on your group: ethnicity, race, gender, age, sexual orientation, class, ability, motivation, or other aspects of diversity.
2. Identify and assess each of the following properties/dynamics of your small group –interaction/participation patterns, sociometric patterns, decision-making patterns, power bases, presence or absence of conflict, group culture, and overall level of cohesion.
3. Using the Boston model (Garland, Jones & Kolodny) and/or the Relational model (Schiller), analyze the development of your small group. Support your analysis with specific examples.
4. To what degree did your group achieve the specific elements of its mutually agreed upon contract? Please explain.
5. List each group member’s name, including your own; describe and assess their contributions to the presentation and the overall functioning of the group; and assign a numeric score using the 100point grading scale listed in the course syllabus. If the score would be different for a member’s participation in the presentation versus total participation, please explain.
6. Suggestions for improving your role in this small group as well as future small group experiences.
7. Your overall feelings about your experience in the small group. To what degree did the group develop mutual-aid and meet your socio-emotional needs with regards to its goals of 1) education, 2) support and 3) growth

**Rubric for Grading Assignments**

| **Assignments and Activities** | **Percentage of** **Final Grade** |
| --- | --- |
| Paper: Professional Association Experience and Analysis or Visit to and Analysis of a Twelve-Step Meeting or Visit to and Analysis of a Community or Social Action Meeting  | 25 |
| Exam | 25 |
| Small Group Presentation and Preparation  | 10 |
| Small Group Experience – Final Assessment Paper: written analysis of small group experience, including assessment of contributions of each member | 20 |
| Preparation for and participation in all class session and small group experiences:* Consistent, respectful, and productive contributions
* Timely and thorough completion of readings and related posts
* Timely and thorough completion of small group
* assignments and online postings
 | 20 |
| **TOTAL** | 100 |

**REQUIRED TEXT(S)**

* Gitterman, A. & Salmon, R. (2008). *Encyclopedia of Social Work with Groups.* New York, NY: Routledge. This text is on reserve at the WTC Lewis Library or can be accessed online at: http://loyola-primo.hosted.exlibrisgroup.com/01LUC:Library\_Collections:01LUC\_ALMA51132727750002506
* Toseland, R.W. and Rivas, R.F. (2017). *An Introduction to Group Work Practice.* Eighth Edition. Boston, MA: Allyn and Bacon.

**RECOMMENDED TEXT(S)**

* Bernstein, S. (1978). Explorations in Group Work: Essays in Theory and Practice. Chapter 2. Bloomfield, CT: Practitioner’s Press.
* Conyne, R. K. (1999). Failures in Group Work: How We Can Learn From Our Mistakes. Thousand Oaks, CA: SAGE Publications, Inc.
* Corey, G., Corey, M.S., Callahan, P., Russell, J.M. (2004). Group Techniques. 3rd Ed. USA: Brooks/Cole Publishing.
* Yalom, I. (2020). The Theory and Practice of Group Psychotherapy. Sixth Edition. Basic Books. Available through the LUC library.

**Reading and Audio Tape Assignments**

All reading and Audio/Video assignments are listed in the “Course Schedule.” It is expected that students will come to class having read the materials and prepared to discuss them.

**Required Readings:**

**Articles**

Most articles that are required reading have links posted under Articles on our Sakai site. If a password is required to access the article, please use the password “**groups**.” If you cannot access an article through our Sakai site, please access it through the Loyola library.

**Audio/Video Recordings**

Audio/video recordings of mini-lectures are available to download on our course Sakai site.

**COURSE SCHEDULE**

**Module 1**

**Community Immersion Program**

Based on a teaching framework designed to prepare urban teachers to engage students attending urban schools in Chicago (Lee, 2018), as well as the philosophical underpinnings of Paolo Freire as discussed by Freire, (1970,2010); Hagar (2012), and Clonan-Roy, Jacobs & Nakula (2016), the proposed, 5-day immersion programs offers MSW students an introduction to social work across micro, mezzo and macro domains. The community immersion program will expose students to relevant community interactions, readiness skills, and necessary self-care tactics beneficial to social work education and careers. As a result of the immersion experience, it is expected that students will begin subsequent course work with an initial awareness of social work field interactions and pertinent philosophies (i.e., person-in-environment, self-awareness) associated with social work education and practice with marginalized and disenfranchised communities.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Prepare students for the weeklong community immersion program and reflect upon their forthcoming experiences in the social work program.
2. Promote self-reflection related to personal biases, assumptions, stereotypes, privileges, and the impact it may have upon their continued personal and professional growth as a social worker.
3. Assess the meaning and importance of safe and brave classroom spaces and the positive role students can contribute to promoting such spaces in the classroom, field, and beyond.

**Required Resources**

* Brave Space: Classroom Basics [https://medium.com/@amarquez628/brave-space-classroom-basics-b1fba7c9ac5b](https://medium.com/%40amarquez628/brave-space-classroom-basics-b1fba7c9ac5b)
* Bussey, S. R. (2020). Finding a path to anti-racism: [Pivotal childhood experiences of White helping professionals](https://journals.sagepub.com/doi/pdf/10.1177/1473325020923021?casa_token=yxUhh7HPHkUAAAAA:7LJnaliFOnfE2aXJOeVK2BcleVEhirMe-TybRXa233VesjSzk8X1cEvIdttjMVStxzqoRYxGwmlPyA). *Qualitative Social Work*, 1473325020923021.
* Case Assignment “I’m a Social Worker” from: Wolfer, T., Franklin, L., & Gray, K. (2013). *Decision Cases for Advanced Social Work Practice: Confronting Complexity*. Columbia University Press. <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=1>

Please read the following sections:

* 1. To Students: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=18>
	2. Introduction to the Cases: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=20>
	3. I’m a Social Worker: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=124>
* Freire, P. (2018). *Pedagogy of the oppressed*. Bloomsbury publishing USA. Chapter 1: <https://www.campfireconvention.uk/sites/default/files/Friere_pedagogy.pdf>
* Pryce, J. M., Gilkerson, L., & Barry, J. E. (2018). The mentoring FAN: A promising approach to enhancing attunement within the mentoring system. *Journal of Social Service Research*, *44*(3), 350-364. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1080_01488376_2018_1472174&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Gilkerson, L., & Pryce, J. (2020). [The mentoring FAN: A conceptual model of Attunement for youth development settings.](https://nightingalementoring.mau.se/files/2020/12/The-mentoring-FAN-a-conceptual-%20model-of-attunement-for-youth-development-settings.pdf) *Journal of Social Work Practice*, 1-16.
* Safe and Brave Spaces [https://medium.com/@amarquez628/safe-and-brave-spaces-b9a3b51e107f](https://medium.com/%40amarquez628/safe-and-brave-spaces-b9a3b51e107f)

**Required Podcast**

* Singer, J. B. (Host). (July 19, 2020). #127 - Both/And or Either/Or: Social Work and Policing [Audio Podcast]. *Social Work Podcast.* Retrieved from <https://www.socialworkpodcast.com/2020/07/socialworkpolicing.html>

**Required Videos**

* Watch on Facebook with live comments: <https://business.facebook.com/swpodcast/videos/310765373631603/>
* Watch on YouTube [SD] with captions: <https://youtu.be/daaZ-vNTDrU>

**Module 2**

**Introductions; Course Overview; The Small Group within Micro, Mezzo, Macro Contexts; Mutual Aid**

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Define small group, social work with small groups, and group dynamics.
2. Identify the characteristics of groups at the micro, mezzo, and macro levels.
3. Identify and differentiate between types of micro, mezzo, and macro groups.
4. Define and delineate the role, value, and opportunities of professional membership associations.

**Required Resources**

* + Toseland, R.W. and Rivas, R.F. (2017). *An Introduction to Group Work Practice.* Eight Edition. Boston, MA: Allyn and Bacon. Ch. 1; Introduction, pp. 1-42. Skim Appendix A, Standards for Social Work Practice with Groups, pp. 444-454
	+ Bell, F. M., Dennis, M. K., & Krings, A. (2019). Collective survival strategies and anti-colonial practice in ecosocial work. Journal of Community Practice, 27(3-4), 279-295. <https://doi-org.flagship.luc.edu/10.1080/10705422.2019.1652947>
	+ Gitterman, Alex. (2010). Mutual aid: Back to basics. In D. M. Steinberg (Ed.). Orchestrating the power of groups: Beginnings, middles, and endings (overture, movements, and finales). London: Whiting & Birch.
	+ Steinberg, D. M. (2010). Mutual aid: A contribution to best-practice social work. Social Work with Groups, 33(1), 53–68. <https://doi.org/10.1080/01609510903316389>
	+ [What Can We Do? A Mutual Aid Explainer](https://www.youtube.com/watch?v=PopmGAvsggg)

**Recommended Resources**

* + IASWG website—iaswg.org
	+ Racial Equity Tools: Community Organizing—https://www.racialequitytools.org/resources/act/strategies/community-organizing
	+ South Asian American Policy and Research Institute—<http://www.saapri.org/>
	+ Kleinmuntz, J. (2011). On becoming a group worker. *Social Work with Groups* 34, (3-4), 219-232. <https://doi-org.flagship.luc.edu/10.1080/01609513.2011.563218>
	+ Kurland, R. & Salmon, R. (2006) Purpose: A Misunderstood and Misused Keystone of Group Work Practice, Social Work with Groups, 29:2-3, 105-120. <https://doi-org.flagship.luc.edu/10.1300/J009v21n03_02>
	+ Royce, C.A. and Hechtman, J. (2001). Forces at Work: The Top 5 Reasons for Belonging to a Professional Association. *Science Scope,* 24 (6), 28-31.
	+ Eiler, E. C., & D’Angelo, K. (2020). Tensions and connections between social work and anti-capitalist disability activism: disability rights, disability justice, and implications for practice. Journal of Community Practice, 28(4), 356-372. <https://doi-org.flagship.luc.edu/10.1080/10705422.2020.1842278>
	+ Jacobs, L. A., Kim, M. E., Whitfield, D. L., Gartner, R. E., Panichelli, M., Kattari, S. K., ... & Mountz, S. E. (2021). Defund the police: Moving towards an anti-carceral social work. Journal of Progressive Human Services, 32(1), 37-62. <http://d-scholarship.pitt.edu/39769/>

**Module 3**

**The Group Work Method in Social Work Practice**

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Be familiar with the history of social work with groups at micro, mezzo, and macro levels
2. Understand the essential values and ethics of social work with groups
3. Define and identify the helping factors of group work

**Required Resources:**

* + Simon, S., Webster, J., and Horn, K. (2007). A critical call for connecting students and professional associations. *Social Work with Groups*, 30 (4), 5-19. https://doi org.flagship.luc.edu/10.1300/J009v30n04\_02
	+ Breton, M. (2012). Small steps toward social justice. *Social Work with Groups*, *35*(3), 205–217. https://doi.org/10.1080/01609513.2011.624369
	+ Toseland, R.W. and Rivas, R.F. (2017). *An Introduction to Group Work Practice.* Eighth Edition. Boston, MA: Allyn and Bacon. Ch. 2; Historical and Theoretical Developments, pp. 43-66.
	+ Yalom,I. (2005). *The Theory and Practice of Group Psychotherapy***.** Fifth Edition. Basic Books. Ch. 1-3, pp. 1-76; “Catharsis”, pp. 89-91; “Existential Factors”, pp. 98.  Available online at <https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_proquest_ebookcentral_EBC900424&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US>

**Recommended Resources:**

* + Bronwyn, H. (2013). Mutual Aid Group Work: Social Work Leading the Way to Recovery-Focused Mental Health Practice, *Social Work with Groups*, 36:1, 43-58. https://www-tandfonline com.flagship.luc.edu/doi/pdf/10.1080/01609513.2012.699872
	+ Ewashen, A., & Carol, B. (2000). Group Work is Political Work: A Feminist Perspective of Interpersonal Group Psychotherapy. *Issues in Mental Health Nursing*, *21*(3), 297–308.<https://pubmed-ncbi-nlm-nih-gov.flagship.luc.edu/11075069/>
	+ Kelly, B. L., & Doherty, L. (2017). A historical overview of art and music-based activities in social work with groups: Nondeliberative practice and engaging young people’s strengths. *Social Work with Groups*, 40(3). <https://ecommons.luc.edu/socialwork_facpubs/71/>
	+ Lee, J. (2009). Jane Addams. *Encyclopedia of Social Work with Groups.* New York, NY: Routledge, pp.13 -16. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9914292933402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

**Module 4**

**Mutual Aid in Group Work**

**Module learning objectives:**

After successfully completing this module, students should be able to:

1. Identify the role of mutual aid and empowerment in social work with groups at the micro, mezzo, and macro levels.
2. Define mutual aid as a factor in intrapersonal, interpersonal, group, and community development
3. Have strategies for developing and maintaining mutual aid in group interactions

**Required Resources**

* Bell, F. M., Dennis, M. K., & Krings, A. (2019). Collective survival strategies and anti-colonial practice in ecosocial work. *Journal of Community Practice*, *27*(3-4), 279-295. <https://doi-org.flagship.luc.edu/10.1080/10705422.2019.1652947>
	+ Gitterman, Alex. (2010). Mutual aid: Back to basics. In D. M. Steinberg (Ed.)*. Orchestrating the power of groups: Beginnings, middles, and endings (overture, movements, and finales)*. London: Whiting & Birch.
	+ Steinberg, D. M. (2010). Mutual aid: A contribution to best-practice social work. *Social Work with Groups*, 33(1), 53–68. <https://doi.org/10.1080/01609510903316389>
	+ [What Can We Do? A Mutual Aid Explainer](https://www.youtube.com/watch?v=PopmGAvsggg)

**Recommended Reading:**

* Eiler, E. C., & D’Angelo, K. (2020). Tensions and connections between social work and anti-capitalist disability activism: disability rights, disability justice, and implications for practice. *Journal of Community Practice*, *28*(4), 356-372.
* Jacobs, L. A., Kim, M. E., Whitfield, D. L., Gartner, R. E., Panichelli, M., Kattari, S. K., ... & Mountz, S. E. (2021). Defund the police: Moving towards an anti-carceral social work. *Journal of Progressive Human Services*, *32*(1), 37-62.

**Module 5**

**Group Dynamics at the Micro, Mezzo, and Macro Levels**

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Identify communication and interaction patterns occurring within groups
2. Define group cohesion and develop strategies that encourage group cohesion
3. Describe differential leadership roles within group work
4. Explain the social controls exerted in groups (norms, roles, indigenous leaders, status)
5. Delineate the culture that develops in groups

**Required Resources**

* + Berg, K. K., & Simon, S. R. (2013). Developing a White anti-racism identity: A psycho-educational group model. *Groupwork,* 23(1), 7–33. <https://ecommons.luc.edu/socialwork_facpubs/41/>
	+ Harvard Mental Health Letter (2007) *How Alcoholics Anonymous Works*. www.Healthharvard.edu., pp.4-6.
	+ Kelly, B. L., & Hunter M. J. (2016). Exploring group dynamics in activity-based group work with young people experiencing homelessness. *Social Work with Groups,*39(4), 307-325. <https://doi-org.flagship.luc.edu/10.1080/01609513.2015.1061962>
	+ Putnam, R. (2000). *Bowling Alone: The Collapse and Revival of American Community.* New York, NY: Simon and Schuster. Ch.1; Thinking about Social Change in America, pp. 15- 28; Ch. 5; Connections in the Workplace, pp. 83-85; Ch.9; Against the Tide? Small Groups, Social Movement, and the Net, pp.148- 152; Ch. 15; What Killed Civic Engagement? Summing Up, pp.283-284; Ch.20; Health and Happiness, pp. 326 - 335.
	+ Toseland, R.W. and Rivas, R.F. (2017). *An Introduction to Group Work Practice.* Eighth Edition. Boston, MA: Allyn and Bacon. Ch. 3 & 4; Understanding Group Dynamics, pp. 67-97, & Leadership, pp. 98-136.

**Recommended Resources**

* Brown, A., & Mistry, T. (2006). Group Work with ‘Mixed Membership’ Groups: Issues of Race and Gender. *Social Work with Groups*, 28(3–4), 133–148. <https://doi-org.flagship.luc.edu/10.1300/J009v28n03_10>
* Hanson, M. (2009). People with Problematic Alcohol Use. In Gitterman, A. and Salmon, R. (Eds.) (2009). *Encyclopedia of social work with groups.* New York, NY: Routledge, pp. 212-215. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9914292933402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

**Module 6**

**Group Development; The Use of Activity in Group Work Practice**

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Define the developmental process of groups
2. Describe Garland, Jones and Kolodny's five stage model
3. Delineate the role of program and activity in group work

**Required Resources**

* + Berman-Rossi, T. (1993). The tasks and skills of the social worker across stages of group development. *Social Work with Groups*, 16(1-2), 69-81. <https://doi-org.flagship.luc.edu/10.1300/J009v16n01_07>
	+ Bernstein, S. (1965). *Explorations in Group Work: Essays in Theory and Practice.* Bloomfield, CT: Practitioner's Press, Ch. 2.
	+ Kelly, B. L., & Doherty, L. (2016). Exploring nondeliberative practice through recreational, art, and music-based activities in social work with groups. *Social Work with Groups*, 39(2/3), 221- 233. <https://doi-org.flagship.luc.edu/10.1080/01609513.2015.1057681>
	+ Wright, W. (2005). The use of purpose in on-going activity groups: A framework for maximizing the therapeutic impact. *Social Work with Groups,* 28(3/4), 205 - 227

**Recommended Resources**

* + Lang, N. C. (2016). Nondeliberative forms of practice in social work: Artful, actional, analogic. *Social Work with Groups*, 39(2-3), 97-117. <https://doi-org.flagship.luc.edu/10.1080/01609513.2015.1047701>
	+ Straus, B. (2018). Healing in action: Adventure-based counseling with therapy groups. Lanham, MD: Rowman & Littlefield

**Module 7**

**Pre-Group Planning and Preparation**

**Learning Objectives**

After successfully completing this module, students should be able to:

* + - 1. Understand the importance of establishing the group's purpose
			2. Describe key elements in assessing potential sponsorship and membership
			3. Identify different methods of recruitment for groups
			4. Define key considerations in composing a group
			5. Delineate considerations in orienting members to a group
			6. Understand the critical role of contracting
			7. Define the steps in preparing the environment for group work
			8. Explain leadership considerations (e.g., preparation of self, co-leadership). Understand the role of diversity
			9. Describe the key elements of writing a group proposal

**Required Resources**

* + Reid, K. (1988). “But I don’t want to lead a group!” Some common problems of social workers leading groups. *Groupwork,* 2, 124-134. [https://doi.org/10.1921/gpwk.v1i2.1064](https://doi-org.flagship.luc.edu/10.1921/gpwk.v1i2.1064)
	+ Turner, H. (2011). Concepts for effective facilitation of open groups. *Social Work with Groups,* 34(3/4), 246 - 256. <https://doi-org.flagship.luc.edu/10.1080/01609513.2011.558822>
	+ Toseland, R.W. and Rivas, R.F. (2017). *An Introduction to Group Work Practice.* Eighth Edition. Boston, MA: Allyn and Bacon. Ch 6; Planning the Group, pp. 160-195; Appendix B, Group Announcements, pp. 455-456; Appendix C, Outline for a Group Proposal, pp. 457; Appendix D, An Example of a Treatment Group Proposal, pp. 458-459; Appendix E, An Example of a Task Group Proposal, pp. 460-461.

**Recommended Resources**

* + Cohen, M.B. (1994). Who wants to chair the meeting? Group development and leadership patterns in a community action group of homeless people. *Social Work with Groups*, 17(1-2), 71-87. <https://doi-org.flagship.luc.edu/10.1300/J009v17n01_05>
	+ Hannah, P. J. (2000). Preparing members for the expectations of social work with groups: An approach to the preparatory interview. *Social Work with Groups*, 22(4), 51-66. <https://doi-org.flagship.luc.edu/10.1300/J009v22n04_05>
	+ Sloane, C. (2004). How did we get here? The importance of sharing with members the reasons for a group's formation and the history of its development. *Social Work with Groups*, 26(2), 35-49.

**Module 8**

**Pre-Affiliation and Power and Control: Beginning Phase of Work with Groups**

**Learning Objectives**

After successfully completing this module, students should be able to:

* + - 1. Understand the essential issues of this stage
			2. Describe the dynamics characteristic of this stage
			3. Identify the worker roles and functions in this stage
			4. Articulate the impact of culture and diversity on this stage
			5. Explain the role of assessment during this stage

**Required Resources**

* + Camacho, S. F. (2002). Addressing conflict rooted in diversity: The role of the facilitator. *Social Work with Groups*, *24*(3–4), 135–152. <https://doi-org.flagship.luc.edu/10.1300/J009v24n03_10>
	+ Toseland, R.W. and Rivas, R.F. (2017). *An Introduction to Group Work Practice.* Eighth Edition. Boston, MA: Allyn and Bacon. Ch. 7 & 8; The Group Begins, pp. 196-229, & Assessment, pp. 230-263.

**Module 9**

**Intimacy and Differentiation: Middle Phase – Treatment Groups**

**Module learning objectives**

After successfully completing this module, students should be able to:

1. Understand the essential issues of this stage
	* + 1. Describe the dynamics characteristic of this stage
			2. Identify the worker roles and functions in this stage
			3. Articulate the impact of culture and diversity on this stage
			4. Explain the role of assessment during this stage
			5. Delineate middle stage challenges: Resistance, silence, monopolizing

**Required Reading:**

* Schiller, L.Y. (1997). Rethinking stages of development in women’s groups: implications for practice. *Social Work with Groups,* 20(3), 3-19. [https://doi-org.flagship.luc.edu/10.1300/J009v20n03\_02](https://psycnet-apa-org.flagship.luc.edu/doi/10.1300/J009v20n03_02)
* Steinberg, D. M. (2005). She’s doing all the talking, so what’s in it for me? (The use of time in groups). *Social Work with Groups*, 28(3/4), 173 - 185. <https://doi-org.flagship.luc.edu/10.1300/J009v28n03_12>
* Toseland, R.W. and Rivas, R.F. (2017). *An Introduction to Group Work Practice.* Eighth Edition. Boston, MA: Allyn and Bacon. Ch. 9 & 10; Treatment Groups: Foundation Methods, pp. 264-294, Treatment Groups: Specialized Methods, pp. 295-335.

**Recommended Reading**

* Gans, J.S. & Counselman, E.F. (1999). Silence in group psychotherapy: A powerful communication. *International Journal of Group Psychotherapy*, 50(19), 71-85.
* Wayne, J., & Gitterman, A. (2004). Offensive behavior in groups: Challenges and opportunities. *Social Work with Groups*, 26(2), 23-34. <https://www-tandfonline-com.flagship.luc.edu/doi/abs/10.1300/J009v26n02_03>

**Module Week 10**

**The Middle Phase: Task Groups**

**Learning Objectives**

After successfully completing this module, students should be able to:

* + - 1. Understand the essential issues of this stage
			2. Describe the dynamics characteristic of this stage
			3. Identify the worker roles and functions in this stage
			4. Articulate the impact of culture and diversity on this stage
			5. Explain the role of assessment during this stage

**Required Resources**

* + Smith, R., Bucchio, J., & Turnage, B. (2017). Social group work in a global context. In Garvin, C. D., Gutiérrez, L. M., & Galinsky, M. J. (Eds.), *Handbook of social work with groups*, 2nd edition, 43-54. Guilford Publications.
	+ Staples, L. (2012). Community organizing for social justice: Grassroots groups for power. *Social Work with Groups*, *35*(3), 287–296.<https://doi-org.flagship.luc.edu/10.1080/01609513.2012.656233>
	+ Toseland, R.W. and Rivas, R.F. (2017). *An Introduction to Group Work Practice.* Eighth Edition. Boston, MA: Allyn and Bacon. Ch. 11 & 12; Task Groups: Foundation Methods, pp.336-363, & Task Groups: Specialized Methods, pp. 364-394.

**Module 11**

**The End Phase: Separation; Evaluation; Use of Technology in Groups**

**Module learning objectives**

After successfully completing this module, students should be able to:

1. Understand the essential issues of this stage
2. Describe the dynamics characteristic of this stage
3. Identify the worker roles and functions in this stage
4. Articulate the impact of culture and diversity on this stage
5. Explain the role of assessment during this stage
6. Describe the state of research in group work
7. Identify tools for data collection
8. Articulate opportunities for research in group work
9. Describe the issues and considerations for online group work

**Required Resources**

* + Birnbaum, M. L. and Cicchetti, A. (2009). Sessional Endings. In Gitterman, A. and Salmon, R. (Eds.) (2009). *Encyclopedia of social work with groups.* New York, NY: Routledge, pp. 117-118. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9914292933402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
	+ Macgowan, M. J. (2009). Evidence-based group work. In Gitterman, A. and Salmon, R. (Eds.), *Encyclopedia of social work with groups.* New York, NY: Routledge, pp. 131-136. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9914292933402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
	+ Perron, B. E. and Powell, T. J. (2009). Online groups. In Gitterman, A. and Salmon, R.(Eds.) (2009). *Encyclopedia of social work with groups.* New York, NY: Routledge, pp. 311-314. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9914292933402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
	+ Toseland, R.W. and Rivas, R.F. (2017). *An Introduction to Group Work Practice.* Eighth Edition. Boston, MA: Allyn and Bacon. Ch. 13; Ending the Group’s Work, pp. 395 – 416, Ch. 14; Evaluation, pp. 417 - 443.

**Recommended Resources**

* + Behroozi, C. S. (1992). A model for social work with involuntary applicants in groups. *Social Work with Groups*, 15(2/3), 223 - 238. [https://doi-org.flagship.luc.edu/10.1300/J009v15n02\_16](https://psycnet-apa-org.flagship.luc.edu/doi/10.1300/J009v15n02_16)
	+ Berzin, S., Singer, J., Chan, C. (2015). Practice innovation through technology in the digital age: A grand challenge for social work. American Academy of Social Work and Social Welfare, working paper no. 12.
	+ Macgowan, M. J. (2003). Increasing engagement in groups: A measurement-based approach. *Social Work with Groups*, 26(1) 5-28. <https://doi-org.flagship.luc.edu/10.1300/J009v26n01_02>
	+ Macgowan, M. J. (2013). Development and application of a standards-based inventory of foundation competencies in social work with groups. *Social Work with Groups,* 36(2- 3), 160-173. <https://doi-org.flagship.luc.edu/10.1080/01609513.2012.753836>
	+ Roman, C.P. (2006). A worker’s personal grief and its impact on processing a group’s termination. *Social Work with Groups*, 29 (2-3), 235-242. <https://doi-org.flagship.luc.edu/10.1300/J009v29n02_15>

**Module 12**

**INTERGROUP DIALOGUE AND SCALE: MICRO TO MACRO LEVEL GROUP WORK**

**Module learning objectives**

After successfully completing this module, students should be able to:

1. Describe the essentials of group work within social movements
2. Understand differential leadership within social movement groups
3. Discuss worker role in building collaborations within social movements and small groups
4. Describe worker role in negotiating space as an insider and outsider in group work

**Required Resources**

* + Dessel, A. (2009). Intergroup dialogue: Overview. In Gitterman, A. and Salmon, R. (Eds.), *Encyclopedia of social work with groups.* New York, NY: Routledge, pp. 80-83. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9914292933402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
	+ Mathias, J. (2017). Scales of Value: Insiders and Outsiders in Environmental Organizing in South India. *Social Service Review*, *91*(4), 621–651. <https://doi.org/10.1086/695352>
	+ Schusler, T., Krings, A., & Hernández, M. (2019). Integrating youth participation and ecosocial work: New possibilities to advance environmental and social justice. *Journal of Community Practice*, *27*(3–4), 460–475. <https://doi.org/10.1080/10705422.2019.1657537>
	+ Sweifach, J. (2009). Cross-Cultural Group Work Practice with African American and Jewish Adolescents: JCC/READY. *Social Work with Groups*, 32(1), 109–124. https://www-tandfonline-com.flagship.luc.edu/doi/full/10.1080/01609510802290941
	+ Toseland, R.W. and Rivas, R.F. (2017). *An Introduction to Group Work Practice.* Eighth Edition. Boston, MA: Allyn and Bacon. Ch. 5: Leadership and Diversity, pp. 137-159

**Recommended Resources**

* Special Issue: Group Work Stories Celebrating Diversity. *Social Work with Groups*, *40*
(1–2).
* Lansing, J., & Rapoport, E. (2016). *Bolstering belonging in BAM and beyond: Youth Guidance’s Becoming a Man (BAM) Program components, experiential processes, and Mechanisms*. A Report to Youth Guidance. Chicago, IL: Chapin Hall at the University of Chicago.

**Module 13**

**Group Work with Specific Populations and Settings**

**Learning Objectives**

After successfully completing this module, students should be able to:

1. Be familiar with key considerations for group work with children, adolescents, older adults, trauma survivors, LGBTQ+ individuals, students in schools, and those in substance use recovery.

**Required Resource**

* Center for Substance Abuse Treatment. (2005). Quick guide for clinicians based on TIP 41 substance abuse treatment: Group therapy. *Treatment Improvement Protocol (TIP)*, 41
* Flores, P. J. (2001). Addiction as an attachment disorder: Implications for group therapy. *International Journal of Group Psychotherapy*, 51(1: Special issue), 63-81.
* Knight, C. (2009). Children. In Gitterman, A. and Salmon, R. (Eds.) (2009). *Encyclopedia of social work with groups.* New York, NY: Routledge, pp. 249 - 251. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9914292933402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Knight, C. (2009). Trauma Survivors. In Gitterman, A. and Salmon, R. (Eds.) (2009). *Encyclopedia of social work with groups.* New York, NY: Routledge, pp. 240 - 243. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9914292933402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Malekoff, A. (2009). Adolescents. In Gitterman, A. and Salmon, R. (Eds.) (2009). *Encyclopedia of social work with groups.* New York, NY: Routledge, pp. 252 - 255. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9914292933402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Rose, S. (2009). Schools. In Gitterman, A. and Salmon, R. (Eds.) (2009). *Encyclopedia of social work with groups.* New York, NY: Routledge, pp. 179 -180. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9914292933402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Rosenwald, M. (2009). Lesbian, Gay, Bisexual, and Transgender Individuals. In Gitterman, A. and Salmon, R. (Eds.) (2009). *Encyclopedia of social work with groups.* New York, NY: Routledge, pp. 198 - 201. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9914292933402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Toseland, R. (2009). Older Adults. In Gitterman, A. and Salmon, R. (Eds.) (2009). *Encyclopedia of social work with groups.* New York, NY: Routledge, pp. 257 – 260 <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma9914292933402506&context=L&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>

**Recommended reading**

* Gowan, T., Whetstone, S., & Andic, T. (2012). Addiction, agency, and the politics of self-control: Doing harm reduction in a heroin users’ group. *Social Science & Medicine*, 74(8), 1251-1260. [10.1016/j.socscimed.2011.11.045](https://doi-org.flagship.luc.edu/10.1016/j.socscimed.2011.11.045)
* Mashal, M., & Deep Singh, K. In the Cold and Rain, India’s Farmers Press Their Stand Against Modi. *New York Times,* January 9, 2021. <https://www.nytimes.com/2021/01/09/world/asia/india-farmers-protest.html>
* Matsuzaka, S., & Knapp, M. (2019). Anti-racism and substance use treatment: Addiction does not discriminate, but do we? *Journal of Ethnicity in Substance Abuse*, 1-27.
* Rai, A., & Choi, Y. J. (2018). Socio-cultural risk factors impacting domestic violence among South Asian immigrant women: A scoping review. *Aggression and Violent Behavior,* 38, 76-85. https://doi.org/10.1016/j.avb.2017.12.001
* Substance abuse treatment: Group therapy. A Treatment Improvement Protocol, TIP 41, U.S. Department of Health and Human Services Public Health Service. *SAMHSA Center for Substance Abuse Treatment*. (2005). Rockville, MD.
* The Social Work Podcast: Recovery High Schools: Interview with Lori Holleran Steiker, Ph.D.
* White, W. L., Kelly, J. F., & Roth, J. D. (2012). New addiction-recovery support institutions: Mobilizing support beyond professional addiction treatment and recovery mutual aid. *Journal of Groups in Addiction & Recovery*, 7(2-4), 297-317. <https://www.naadac.org/assets/2416/whitewkellyjrothj2012_new_addiction_recovery.pdf>

**Module 14**

**Futurism and the Time for Group Work; The Importance of Relationships in Substance Use recovery**

**Module learning objectives**

After successfully completing this module, students should be able to:

1. Articulate the connection between trauma, altered neurobiology, disrupted attachment and substance use.
2. Identify advantages of group therapy in substance use treatment, and conditions for successful group treatment.
3. Apply knowledge about the importance of interpersonal relationships in substance use recovery to a case vignette.
4. Articulate the connection between group work and the future of social work
5. Describe ongoing group work opportunities and resources

**Required Resources**

1. Center for Substance Abuse Treatment. (2005). [Quick guide for clinicians based on TIP 41 substance abuse treatment:](https://store.samhsa.gov/sites/default/files/d7/priv/sma15-4024.pdf) Group therapy. Treatment Improvement Protocol (TIP), 41.
2. Flores, P. J. (2001). [Addiction as an attachment disorder: Implications for group therapy](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_crossref_primary_10_1521_ijgp_51_1_63_49730&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US). International Journal of Group Psychotherapy, 51(1: Special issue), 63-81.
3. IASWG. (n.d.). [The Time for Group Work](https://www.iaswg.org/).
4. Appendix A, Standards for Social Work Practice with Groups pp. 444-454 in Toseland and Rivas Text.

**Recommended Resources**

1. Gowan, T., Whetstone, S., & Andic, T. (2012). [Addiction, agency, and the politics of self-control: Doing harm reduction in a heroin users’ group](http://10.1016/j.socscimed.2011.11.045). Social Science & Medicine, 74 (8), 1251-1260.
2. White, W. L., Kelly, J. F., & Roth, J. D. (2012). [New addiction-recovery support institutions: Mobilizing support beyond professional addiction treatment and recovery mutual aid](https://www.naadac.org/assets/2416/whitewkellyjrothj2012_new_addiction_recovery.pdf). Journal of Groups in Addiction & Recovery, 7 (2-4), 297-317.

## COURSE FEEDBACK & SYLLABUS REFERENCES

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

**Professional Journals**

* Groupwork. London: Whiting and Birch Ltd. Tri-annual.
* Journal for Specialists in Group Work: Association for Specialists in Group Work, a division of the American Association for Counseling and Development. London, UK: Routledge, Taylor & Francis. Quarterly.
* Small Group Research: An International Journal of Theory, Investigation, and Application. (Incorporating Small Group Behavior and the International Journal of Small Group Research.). Newbury Park, CA: Sage Periodicals Press. Quarterly.
* Social Work with Groups: A Journal of Community and Clinical Practice. London, UK: Routledge, Taylor & Francis. Quarterly.

**Websites**

* IASWG – International Association for Social Work with Groups – iaswg.org
* AGPA – American Group Psychotherapy Association – agpa.org
* IGPS – Illinois Group Psychotherapy Society – ilgps.org

**Other**