



Bachelor of Social Work Program

SOWK Seminar 4334, Section 140: Generalist Social Work Practice with Families and Groups Across the Lifespan

Semester:	Fall 2021
Meeting Time/Place:	MW 3:30-4:45 Live Classroom Sessions (Some sessions may occur on Webex as determined by your professor as needed).
Instructor:	COL Jeffrey S. Yarvis, PhD, MSW, M.Ed., MS, MSS, LCSW, ACSW, BCD Associate Professor & Director of External Plans
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Phone & E-Mail:	703-901-6973 & jyarvis@tamuct.edu
Office Hours:	11 am T-R. By appointment, or one hour before or after class.
Important Course Access Information:	<u>Canvas</u> Portions of this course are delivered via Canvas Online Learning at https://tamuct.instructure.com/login/ldap . Please ensure you have access to Canvas.

Email

The social work program, as well as TAMU-CT, corresponds frequently with students via email. In this regard, all students are required to have routine access to email. Personal email addresses should be connected to your A&M email address. For assistance, please contact Information Technology Services at 254-519-5426, its@tamuct.edu, visit them in Founder's Hall room 113 or online at <http://www.ct.tamus.edu/departments/informationtechnology/contact.php>.

The following course has infused curriculum that prepares students with the necessary casework skills required by 45CFR1356.60 Title IV-E Training Program

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas



the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Course Description This course uses a unifying social work generalist intervention framework to help students make sense of the breadth and depth of the social work profession. The course integrates Human Behavior in the Social Environment (HBSE) theories and constructs across the life course from young adulthood to late adulthood. The unifying framework provides clear guidelines for students about each phase of practice when working with groups and families, and by following a multi-step planned change model. The model includes the practice phases of: preparation, engagement, assessment, planning/contracting, implementation, evaluation, termination/referral and follow-up. This approach allows a wide range of flexibility for the application of theories and specific skills. Students will gain a foundation upon which they can continue to add and build skills. Building on foundational skills introduced in Methods and Skills and HBSE, this course focuses on two of the five client target levels: families and groups. Following the same multi-step planned change model used, students will learn how to prepare, engage, assess, plan, implement, evaluate, terminate and follow-up when working with families and groups. Knowledge and skills that facilitate the development of interventions that are preventive in nature, target and promote the enhancement of political, economic, physical, mental, social, spiritual and educational well-being will be presented. Relationship of Course to Diversity, HBSE, and Methods and Skills continues with the premise that all people should have basic rights and access to the broad benefits of their societies. The course continues to apply the social work organizing principle of person-in-environment and incorporates the indicators of well-being as the bridge for students to conceptualize and actualize theories of human rights and social justice in everyday social work practice with groups and families. This framework informs the content and knowledge base of generalist social work practice. A strengths and empowerment orientation is used to underscore the capacity shared by all people to cope effectively with life stressors, improve well-being, and achieve social justice for themselves and others.



Competency Goals Statements (Certification or Standards)

The Social Work Program curriculum is rooted in a framework established by the Council on Social Work Education (CSWE). Specifically, the program endeavors to develop social workers that promote human and community well-being by being able to demonstrate the following 9 core competencies upon graduation:

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and

Communities

Each core competency has specific, measurable practice behaviors that help students and their professors determine if the competency has been achieved. There are 41 total practice behaviors. The complete list of practice behaviors can be found by reviewing the student handbook.

Course Related CSWE Practice Behaviors

This course provides content that helps to prepare you, the generalist social work student, to engage in the following CSWE competencies and related practice behaviors:



Competencies Addressed in this Course There are nine competencies that the Council of Social Work Education (CSWE) requires for social work practice. CSWE approaches social work education through a holistic perspective, which includes the following four dimensions for each of the competencies: (1) Values; (2) Knowledge; (3); Skills; and (4) Cognitive/Affective Processes. For more detail about the CSWE competencies, information is available at

https://www.cswe.org/getattachment/Accreditation/Accreditation-Process/2015-EPAS/2015EPAS_Web_FINAL.pdf.aspx 2

The main CSWE competencies covered in this course include: Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities This course will assess Competency 8 (Skills), specifically – Differential intervention regarding context Course Objectives The general objectives of this course are: ● To apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in engagement, assessment, intervention with and evaluation phases of work with groups and families (Competencies 4, 6-9); ● To critically choose, implement, and evaluate interventions to achieve practice goals and enhance capacities of groups and families (Competencies 4, 6-9); ● To critically analyze, monitor, and evaluate intervention and program processes and outcomes at the group and family level (Competencies 4, 8 and 9); ● To apply evaluation findings to improve effectiveness of practice with groups and families at the micro, mezzo, and macro levels (Competency 9). ● To demonstrate continued application of ethical standards, professional behavior, and engagement in diversity and difference in social work practice with groups and families (Competencies 1-2).

Required Texts

Cournoyer, B. (2017). The social work skills workbook. Edition 8. Boston, MA: Cengage Learning.

Zastrow, C.H, Kirst-Ashman, K.K., & Hessenauer, S.L. (2019). Empowerment Series; Understanding human behavior in the social environment (11th Ed.). Belmont, California: Brooks/Cole.

Shulman, L. (2016). The skills of helping individuals, families, groups, and communities (8th Ed.). Boston MA: Cengage Learning.

Corcoran, J. (2009). Groups in social work: A workbook. Pearson. Boston, MA: Allyn & Bacon.

HBO Films: Letting Go: A Hospice Journey:

Here's the link to "Letting Go: A Hospice Journey." WARNING this is a very tough video to watch because it involves the death of a child.

<https://www.youtube.com/watch?v=tbH4v-Oktao>

FILM: A Brooklyn Family Tale via TAMUCT Library.



Suggested Text:

Yalom, I.D. & Leszcz, M. (2005). Theory and practice of group psychotherapy (5th ed.). New York: Basic Books.

Grading

ASSIGNMENT PERCENTAGE OF TOTAL GRADE

Midterm Paper- Group Assignment	20%	200 points
Group Presentation	10%	100 points
Lead a Group Activity in Pairs	10%	100 points
Group Process Reflection Journal	10%	100 points
Final Paper -A Brooklyn Family Tale	25%	250 points
Thought Questions	15%	150 points
Class Attendance/Participation	10%	<u>100 points</u>
Total		1000 points

Assignments There will be two assigned projects over the course of the term.

- 1) Midterm Paper- Group Assignment (Common Assignment): This assignment requires students to engage in conceptualizing the steps to create and co-facilitate a group. In this 8-10 page paper, students will work in groups of 3-4 to use class readings and conduct a search of the other relevant literature to substantiate their decisions in the planning, design and implementation of a group on the topic of their choice. Due in week 8- Please submit 24 hours prior to the class in week 8.
- 2) Final Paper- A Brooklyn Family Tale: This paper requires students to watch and carefully analyze the documentary, A Brooklyn Family Tale. Using the literature to substantiate their responses, students will write an 8-10 page paper discussing how the strengths perspective, resilience, proper assessment and engagement, cultural competence and self-awareness are relevant to this film and to their social work practice.
- 3) Thought questions on HBSE material on group and family-related HBSE material includes viewing video material, readings and passing fourteen weeks of thought questions:
 - o Early Adulthood
 - o Middle Adulthood
 - o Late Adulthood - of social support and social networks; Role of caregivers; Issues related to adult children
 - o Death and Dying

Please read the syllabus weekly to be sure you are answering all the questions required each week! Cite texts or provide references as needed to support your



thoughts. Post thought questions to CANVAS assignment area & The Weekly Discussion Board

No late thought questions will be accepted.

- 4) **In-Class Group Presentations** As part of your class participation grade you will be required to do a brief group presentation during this course. The purpose of this presentation is to facilitate class discussion on the relevance of human development in early adulthood, middle adulthood, and late adulthood, and content on death and dying with direct practice social work. This is a graded assignment and will impact your class participation grade for this course. A detailed description of this assignment is provided at the end of this syllabus under In-Class Group Presentations.
- 5) **Attendance Policy** The attendance policy for students is that if the student has 4 absences it will result in an "F" for the final course grade. Should we move on-line, likewise the attendance policy for the Online students is that if a student has 4 absences from the synchronous session of classes it will result an "F" for the final course grade. Students that plan to be absent from class to observe religious holidays are expected to notify the course instructor at the beginning of the semester to make arrangements to complete course assignments for the class. Attendance and punctuality is expected at all classes due to the nature of the course and the training experiential group process. Students are unable to attend class due to an emergency or illness, should contact the professor directly beforehand. Students with Disabilities: A student with a documented disability may be entitled to accommodations. Students should register with the Office of Disability Services at the beginning of the semester.
- 6) **Experiential Group.** As part of this course student will sit in an experiential group each week to get a sense of group dynamics and shed light on the stages of group. Pairs of students will determine what stage the group is in and lead a "springboard activity" that get the group talking and interacting. Professor Yarvis will lead these for the first two weeks of the course. **Planned activity due to Dr. Yarvis for approval the Monday class before the Wednesday E-Group you are assigned.**
- 7) **Group process reflections** should be focused on the group-as-a-whole, how it changed throughout the session, what you think the group is trying to accomplish. Given that both X and Y happened, what do you think that means for the whole group? Etc. Support your ideas with observations; what did you see happen in group? This should be done weekly for each session. Your entire journal will be turned in using APA format after termination of the last experiential group session.



8) **COURSE OUTLINE:**

Weeks 1-2 Introduction, Review of SW I, and Overarching Theoretical Orientations
Module Topics (23 August - 1 September) (No class on 30 AUG & 1 SEP)

- Systems theory
- Developmental theory- Early Adulthood Through Late Adulthood
- Lifecycle theory

Readings

Germain, C., & Gitterman, A. (1995). Ecological perspective, Encyclopedia of Social Work, (816-824). Washington, DC: NASW Press.

Garbarino, J., & Abramowitz, R. H. (1992). The ecology of human development. In J. Garbarino (Ed.), Children and families in the social environment (pp. 11–33). New York: Aldine de Gruyter.

Mary, N. L. (2008). Social work in a sustainable world: Chicago: Lyceum Books.
Chapter 3. New systems thinking and a web of life (pp. 47-66)* HBSE: Zastrow et al. (2019). 26-28;

E-Group-Getting to Know You. – 25 AUG

Weeks 1 & 2 Thought Questions:

1. What brought you to the social work profession?
2. Where are you interning and what population are you working with?
3. Tell us something about yourself that would not be obvious by looking at you.
4. Describe a group that you've been involved in that you enjoyed. In retrospect, what was it about the group that made it pleasant?
5. Describe a group you've been involved with that you didn't enjoy. In retrospect, what was it about this group that made it unpleasant for you?
6. As we learn about group planning and preparation, what role do you think these may have played in your experience of these groups?
7. How do you think your developmental stage at the time of the group impacted your experience?

Rosh Hashanah

Weeks 3-4 Group Work: Preparation and Planning Module Topics
(6 September – 15 September) **No class 6 Sep Labor Day**
(Classes taught by Webex 13 & 15 Sep due to Yom Kippur)



- Theories of human behavior as applied to group work planning and practice
- Group work logistics and pre-group planning
- Purpose of the group • Group member roles
- Ethical issues in group work

Readings

Anderson, D. (2007). Multicultural group work: A force for developing and healing. *The Journal for Specialists in Group Work*, 32(3), 224-244.

Corcoran, J. (2009). *Groups in social work: A workbook*, Chapter 3, Setting up groups, 21- 46.

Kurland, R. & Salmon, R. (1998). Purpose: A misunderstood and misused keystone of group work practice. *Social Work with Groups*, 21(3), 5- 17.

Kurland, R. (1978). Planning: The neglected component of group development. *Social Work with Groups*. 1(2). 173-178

Anderson, Carter & Lowe (1999). *Groups. Human Behavior and the Social Environment*. Pp 137-164. Boston: MA. Aldine Publishers.

E-Group Alligator River Story - 8 September

Thought questions: Weeks 3 & 4:

1. Please respond to all of the questions in the chapter reading- Corcoran, J. (2009). *Groups in social work: A workbook*, Chapter 3, Setting up groups, 21- 46.
2. Watch this video: <https://www.youtube.com/watch?v=Ez87S11QpWs>
And answer the following questions:
 1. What are your thoughts about how the leader introduced the topic of confidentiality?
 2. What else might be valuable to add?
 3. What are your thoughts about how the social worker defined the group purpose?
 4. What do you think of the way the social worker defined her role?
 5. Would you have said something different? If so, what?
 6. Would you have said something different, or used different words? Why or why not?
 7. What do you think about the way the social worker tried to support group members in discussing taboo topics?
 8. Do you think what she said would be effective?
 9. Is there anything you might have said or done differently? If so, what might you say or do?
 10. After hearing the group members introduce themselves, what are your thoughts?
 11. What common concerns/ themes do you note in the group members introductions?
 12. Do you have any concerns? If so, what are they?

Weeks 5-6 Group Work: Beginning Work with Groups Module Topics
(20 September – 29 September)



- The preliminary phase in group practice: The group as a mutual-aid system
- The beginning phase with groups ● Engagement with groups: barriers and challenges
- Engagement with groups: strategies and skills
- Conceptual frameworks in group assessment
- Assessment and measurement in group work
- HBSE: Young adulthood

Readings

Macgowan, M. J. (2006). Measuring and increasing engagement in substance abuse treatment groups: Advancing evidence-based group work. *Journal of Groups in Addiction and Recovery*. 1(2), 53-66.

Shulman, L. (2016). *The skills of helping individuals, families, groups, and communities* (8th ed.). Boston MA: Cengage Learning. Chapters 10 and 11.

Sweifach, J., & LaPorte, H. H. (2013). Assessing use of the standards for social Work Practice with Groups by school social workers: A national study. *Social Work with Groups*, 36(2-3), 130-144.

Zastrow et. al (2019) pp. 487-496; 537-545; 550-555; 564-565 In addition, please read one or two of the following articles relevant to groups for new mothers, and come to class prepared to discuss them in our life session.

Aronson, A. (1996). Potties, pride, and PC: Scenes from a lesbian's mother's group. *Frontiers: A Journal of Women's Studies*, 17(1), 58-71. Anderson, L. N. (2013).

Functions of support group communication for women with Postpartum depression: How support groups silence and encourage voices of Motherhood. *Journal of Community Psychology*. 41(6), 709-724.

Gilkerson, L. (1997). Listening to the voices of families: Learning through caregiving consensus groups. *Zero to Three*. 18(2), 9-16.

Hays, D.G., Arredondo, P, Gladding, S.T. & Toporek, R. L. (2010). Integrating Social justice in group work: The next decade. *Journal of Specialists in Group Work*. 35(2), 177-206.

Kaitz, M. (2007). Maternal concerns during early parenthood. *Child: Care, Health & Development*. 33(6), 720-727. Keating, C. (2005). Building coalitional consciousness. *NWSA Journal*. 17(2), 86-103.

Student Led E-Groups Begin 22 & 29 SEP

Weekly Thoughts question:

1. In two to three paragraphs, briefly describe what you learned from viewing the "Stages of Groups" presentation and its relevance to your field placement.

Weeks 7-8 Group Work: Middle and Ending with Groups- Intervention, Evaluation and Termination Module Topics (4 October – 13 October) (No Class 11 October-Columbus Day)



- Group process and content
- Stages of group development
- Measurement
- The relationship of group work to social justice and human rights
- Ending the Group
- Process Evaluation
- Outcome Evaluation
- HBSE:

Middle adulthood Readings

Basu, A., Malone, J. C., Levendosky, A. A., & Dubay, S. (2009). Longitudinal treatment effectiveness outcomes of a group intervention for women and children exposed to domestic violence. *Journal of Child & Adolescent Trauma*, 2(2), 90-105.

Berman-Rossi, T. (1993). The tasks and skills of the social worker across stages of group development. *Social Work with Groups*, 16, 69-81.

Eason, E.A. (2009). Diversity and group theory, practice, and research. *International Journal of Group Psychotherapy: Group Interventions in College Counseling Centers*, 55(4), 563-574.

Shulman, L. (2016). *The skills of helping individuals, families, groups, and communities* (8th ed.). Boston MA: Cengage Learning. Chapters 12, 13, 14

Dziegielewska, S., Heyman, C., Green, C., Gicha, J. (2002). Midlife Changes: Utilizing a Social Work Perspective. *Journal of Human Behavior in the Social Environment*, 6(4) 65-86.

Zastrow et al (2019) Psychological theories 487-491; LGBT and aging 635-636; Family processes including effects of divorce 563-573

Student Led E Groups – 6 & 13 October

Weekly Thought Questions:

In two to three paragraphs, please respond to what you noted about the group depicted in this short film clip. <https://www.youtube.com/watch?v=tbH4v-Oktao>

WARNING this is a very tough video to watch because it involves the death of a child. The video is well done and I want you to focus on looking at the video from a “Middle Phase of Group” perspective for our dialogue. Later we will talk about handling grief, loss & termination, death, & dying.

1. What are your thoughts about the level of trust that has been built in this group?
2. What did you observe that led you to this conclusion?
3. What else did you note that indicates that the group is in the middle phase of work?
4. What skills did the group leader use (or what skills should he have used) to facilitate the group process?



Week 9-10 Working with Families: Key Concepts, Engagement, and Assessment Module Topics

(18 October – 27 October)

- The Family Life Cycle
- Key Concepts in Family Systems and Practice Implications
- Impact of social, economic, political and cultural contexts on family functioning
- Diversity and family composition
- Defining the family and family as the unit of intervention
- Engaging families: collaboration, participation and contracting
- Family Assessment • HBSE: Older adulthood

- **MIDTERM-COMMON ASSIGNMENT DUE (18 OCTOBER at 11:59 PM).**

Student Led E-Groups 20 & 27 October.

Readings

Bowen, M., 1966. The use of family theory in clinical practice, *Comprehensive Psychiatry*, 7, 345-374. In M. Bowen, 1978 Carter, B., & McGoldrick, M. (2011). *The Expanded family life cycle: Individual, family and social perspectives*. In B. Carter & M. McGoldrick (1999) *The expanded family life cycle* (pp.1-19). Boston, MA: Allyn & Bacon.

Nichols, M. P. (2014). *The essentials of family therapy* (6th ed.). Boston: Allyn & Bacon. Chpt. 3: Getting Started in Family Therapy: Basic Techniques

Fonagy, P., Steele, M, Steele, H., Moran, C. & Higgitt, A. (1991). The capacity for understanding mental states: The reflective self in parent and child its significance for security of attachment. *Infant Mental Health Journal*, 12(3) pp.201-218.

Fuligni, A. J., & Pereirra, K. M. (2009). Immigration and adaptation. In F. A. Villarruel, G. Carlo, J. M. Grau, M. Azmitia, N. Cabrera & T. J. Chahin (Eds.), *Handbook of US Latino psychology: Developmental and community-based perspectives*. Thousand Oaks, CA: Sage.

Shulman, L. (2016). *The skills of helping individuals, families, groups, and communities* (8th ed.). Boston MA: Cengage Learning. Ch. 7: The preliminary and beginning phases in family practice. Thomlison, B. (2009). *Family Assessment Handbook*. Pacific Grove, California: Brooks/Cole. Chpt. 2: A Framework for understanding families. HBSE:

Zastrow et al (2019). *Biological* pp. 642-661; *Psychological development* pp. 674- 683; *Social development and Psychological theories* 683-692; 706-716

McInnis-Dittrich, K. (2014). Chapter 3 *Psychological adjustments to aging*. *Social work with older adults*. Boston, MA. Pearson.

Weekly Thought Questions:

1. Family Secrets Exercise (send response privately via Canvas)



Write down a secret in your family. If it's not a secret that nobody knows, then write down something very private about your family, something that you've either never told anyone or are very reluctant to talk about.

Reflect on what would make a family have difficulty telling you, as a social worker their secret. Then answer the following questions:

Why have I not told anyone my secret (or do I keep this information closely guarded)?

What conditions would need to exist in order for me to tell this secret to someone?

What qualities must this other person have?

What are your feelings about telling a stranger your secret?

What must happen (concretely) before you would be prepared to talk to a stranger about your family secret?

Choose three of the questions above and write one to three sentences per response.

Group Presentation 18 October

Group Presentation 25 October

Weeks 11-12 Working with Families: Intervening Module Topics
(1 November – 10 November)

- Intervening at the family systems level (e.g., structural family therapy)
 - Addressing the sociocultural context: its legacies, resources, oppression and impact on family functioning
 - Empowering families to negotiate with external systems to alleviate stress and access needed services
- Readings Morgan, R. & David. S. (2005). Human Rights: A new language for aging advocacy. *The Gerontological*, 42, 4, 430-442.
- Pinderhughes, E. (2001). Parenting in context: Impact of neighborhood poverty, residential stability, public services, social network and danger on parental behavior.
- Shulman, L. (2016). *The skills of helping individuals, families, groups, and communities* (8th ed.). Boston MA: Cengage Learning. Ch. 8: The middle and ending phases in family practice, 319-333.
- Sousa, L., & Rodrigues, S. (2012). The collaborative professional: Towards empowering vulnerable families. *Journal of Social Work Practice*, 26(4), 411-425.
- Walsh, F. (2016). *Practice principles and guidelines to strengthening family resilience*. Guilford Press, New York, NY.
- Weinman, M.L., Buzi, R.S. & Smith, P.B. (2005). Addressing risk behaviors service needs and mental health issues in programs for young fathers. *Families in Society*, 86 (2), 261-266.

Weekly Thought questions:

1. What do you think you would find most rewarding about working with families?
2. What do you think you would find most challenging?



3. Watch the following video and answer the following questions:
4. What did you notice about the seating arrangement and body language of the family members?
5. What strengths do you note in this family?
6. What does the social worker do that is helpful and particularly important for family treatment?

<https://www.youtube.com/watch?v=sMdLiDRH5Eg>

Group Presentation 1 November

Group Presentation 8 November

Student Led E-Groups 3 & 10 November

Weeks 13-14 Working with Families: Considering Culture, Diversity and Difference
Module Topics (15 November – 24 November) (No class 22 & 24 November-
Thanksgiving)

- Cultural considerations in engaging diverse families
- Adaptation of intervention according to diverse cultures
- Spirituality across the lifespan ● Care-giving by and for older adults
- Death and Dying

Readings

D'Amore, S., & Scarciotta, L. (2011). Los(t)s in transitions: How diverse families are grieving and struggling to achieve a new identity. *Journal of Family Psychotherapy*, 22(1), 46-55.

Kliman, J. (2011). Social class and the life cycle. In M. McGoldrick, B. Carter & N. Garcia- Preto (Eds). *The expanded family life cycle*. Allyn & Bacon.

Linzer, N. (2006). Spirituality and ethics in long-term care. *Journal of Religion and Social Work*, 25, 1, 87-106.).

Shulman, L. (2016). *The skills of helping individuals, families, groups, and communities* (8th ed.). Boston MA: Cengage Learning, Chapter 9: Variations in family practice. *Death & Dying*: pp. 691-701

McGoldrick, M. & Walsh, F. (2011). *Death, Loss and the Family Life Cycle*. Pp 278-291. *Letting Go: A hospice Journey* HBO films.

Group Presentation 15 November

Student Led E-Group 17 November



Weeks 15-16 Working with Families, Termination and Evaluation, Resilience, and Summary of Learning Module Topics

(29 November– 8 December)

- Family work: Termination and Evaluation
- Intergenerational approaches to family resilience
- Building resilience across the lifespan

Group Presentation 29 November

Group Presentation 6 December (if needed)

Termination E-Group 1 DEC **Group Process Reflection Journal Due 1 DEC**

Pot Luck 8 December

***** FINAL PAPER DUE A Brooklyn Tale Paper Due 6 DEC at 11:59 PM.**

Readings Boerner, K & Jopp, D. (2010). Resilience in response to loss. In J.W. Reich, A J Zautra & J S Hall, Handbook of adult resilience. (pp. 126-145) NY: Guilford Press
Counoyer, B. (2017). The Social Work Skills Workbook, Chapter 13: Endings.
Gelman, C., Fernandez, P., Hausman, N., Miller, S., & Weiner, M. (2007). Challenging endings: First year MSW interns' experiences with forced termination and discussion points for supervisory guidance. *Clinical Social Work Journal*, 35(2), 79- 90.
Gutheil, I.A. (1993). Rituals and Termination Procedures. *Smith College Studies in Social Work*, 63(2), 163-176.
Shulman, L. (2016). The skills of helping individuals, families, groups, and communities (8th ed.). Boston MA: Cengage Learning Belmont, CA: Ch. 8, 333-338.
Moen, P. & Erickson M. A. (1995). Linked Lives: A transgenerational approach to resilience. In P. Moen, G.H. Elder, Jr., and K. Luscher, (Eds.), *Examining lives in context: Perspectives on the ecology of human development*. (pp. 169-210). Washington, DC: American Psychological Association.

Weekly Thought Questions:

1. How can you become more informed over time with people who are different from you?
2. Given today's political and social justice landscape coupled with COVID-19, what considerations for group might you consider?

9) Appendix 1-Experiential "E-Group Rubric." The E-Group (or Small Group) Experience

The power of the group lies in the space between members.

One cannot learn to be an effective group leader without having been a group member. The purpose of the E-group experience is educational and is designed to help you become



better prepared to function within groups as well as lead groups. If you are anything like other students who have taken similar graduate courses, you will learn about your communication style and some of the roles you normally take on in group. Additionally, the group can provide support in your development and growth as a professional counselor. It is not uncommon for graduate students to rate participation in their small group as one of the most significant experiences of their graduate education. The E-group provides counselors-in-training with the ‘lived experience’ of participation in a small group. This is an invaluable opportunity to learn first-hand what group members experience, and provides us, as students of group work, unparalleled opportunity to study communication and small group process. The skill of using feedback and immediacy in the here-and-now of the group describes much of the group focus; therefore, one group goal is to discuss how you are experiencing the group and to explore the process of the group. You will also have the option of learning about yourself within the small group process. Your participation in the experiential group will not be evaluated as part of your grade for this class. Please note that an E-group is ***not a counseling or therapy group***: There is no assumption that anyone’s needs or desires will change, nor will you be expected to disclose anything about your “there and then” life outside of the group. There is some risk of emotional discomfort in self-disclosing your experiencing of the here-and-now interaction, but the potential for personal and professional growth is far greater. A good strategy is that anything you mention regarding your “there and then” life should be framed as it relates to how you are experiencing the group in this moment. The “here and now life of the group” includes times together within the group and within this class. Rules and norms for how this will “look” in practice will evolve as the life of the group unfolds. Successful and meaningful small group experiences depend on members’ active engagement and consistent participation. However, you are in charge of your level of disclosure. Deep self-disclosure is not necessary. For this reason, you will always have the option to pass or ask to be off focus at a particular time. However, students typically learn more about groups when actively participating. Do not interpret this right to be off focus as permission not to participate throughout the group sessions. Other members will need your help to make the group work. ***Confidentiality and Limits***- Students are fully responsible for what and how much they choose to share. As with any group, confidentiality is critical for the development of trust, yet it cannot be guaranteed by the group leader. In summary: Confidentiality in E-groups is limited and cannot be guaranteed. Confidentiality does not apply to anything that you disclose in class, nor does it apply to your weekly E-group leader if he, she, they perceives the need for outside consultation or support from the instructor for this course, other program instructors, university personnel, first responders, the police or social services. During the first weeks of class, we will discuss ethical issues of group work further, including the limits of confidentiality and dual relationships. There is an inherent dual relationship in my being in a position to evaluate your academic work while at the same time you are being asked to participate and share information about your experience in the E-group, albeit indirectly. It is important that we work together to ensure that communication in this



class is open, but appropriate. Please feel free to ask me to clarify any questions you may have about dual relationships and your rights as a student.

- 10) Appendix 2 COMMON ASSIGNMENT Rubric- Creating and Co-facilitating a Group
Length: Approximately 8–10 pages In groups of 3-4, students will together decide on the topic for a group that they will “co-facilitate.” The focus of the group can be on any topic and for any population (e.g. it does not have to be related to your field placement). For example, you might select: ● an empowerment and goal setting for imprisoned women ● a group for male sexual offenders ● an eating disorders group ● a psycho-educational group for parenting issues ● a group for adolescent girls with body image and self-esteem issues ● a group for older adults who are living in congregant care for the first time ● a group in early substance abuse/alcoholism recovery. Please use class readings and conduct a search of the other relevant literature to substantiate your decisions in the planning, design and implementation of your group. Citations, quotes and references must conform to the APA publication manual. Each group will submit one paper for this project. There will one grade given for the entire group. Students are encouraged to research and use as a template similar groups that are evidence-based or have been shown to be effective, to guide their thinking about the group they create. PART I Together, the group members will determine: I. The Need/Group Purpose (approximately 2 pages) Read the relevant literature, and provide background information about the primary biopsychosocial issues of the selected population based on the developmental stage of the group members. What issues related to power, privilege and oppression are relevant for the population and group leaders? What does the literature say about the use of groups with this population and the effectiveness of group work with them? II. The Group Concept (approximately 1 page) In conceptualizing your group, clearly state the purpose of the group, type of group (e.g. problem solving, educational, insight-oriented, counseling/ego-supportive, etc.), specific issue(s) you plan to address, and the goals of the group (what is the desired outcome). III. Description and Design of the Group (approximately 1 page) In describing and designing the group include the size of the group, age of members, gender, socio-economic status, their ethnicity and other factors you would consider pertinent to the group’s design and functioning (e.g. diagnosis, capacity for insight, past experience with groups...). Where will the group meet? What will the physical set up be for the group? Where will it take place? How frequently and for what length of time will the group meet? Will you serve food? Why or why not? How will you recruit members for the group (self-referrals, agency referrals, flyers, letters...)? Will you conduct individual interviews with potential group members? If so, what will you ask about, and what do you hope to learn from these meetings? If you deem a person is not appropriate for the group, what will you say to them/what will you do? Substantiate all of your decisions using class materials and outside literature. Thoughtfully consider the needs of the participants in the specific group you are creating. IV. Contract (approximately 1 page) What type of contract will you develop with the group as a whole? Describe your process in developing the contract with the group. Who will



determine the rules and policies? Include the policies and rules for the group (fees, attendance, lateness and absence expectations...). Will this be an open or closed group? Why? Support your decisions with relevant literature. V. Outline Plan for Group Sessions (approximately 2-3 pages) Conceptualize the development of the group over the life span of the group. In particular, describe some of the basic details and intervention strategies from the first session to the end session of the group. For example, in your outline describe exercises or education materials you will use, and the general topics you plan to cover, if applicable. Consider how these intervention strategies you choose address culturally relevant needs of your group members. Support your decisions with relevant literature. VI. Facilitators (approximately 1-2 page) How do you perceive your role as the group facilitator? What is your ideal relationship with the group members? What skills do you think will be most important for you to use as a group leader? What do you think some of the challenges might be for you? Support your decisions with relevant literature. PART II Individually you will prepare a 2-3-page paper in which you will reflect on: I. How did your group determine the topic of focus for Part I? Was there a leader? Was it mutually agreed upon? What was the process of negotiation? II. How did you decide the division of labor within the group? Did you complete all tasks as a group or were tasks divided? How was that decision made? Were roles assigned or self-selected? How did your group establish rules (i.e., for when/where meetings would occur, deadlines for sub-tasks to be completed,...?) III. What are your thoughts regarding the communication across the group members? Were your ideas heard? Did everyone have a voice? Were quiet members acknowledged and encouraged to participate? IV. What allowed the group to function as it did? Would the experience have been different if you had to have completed it last semester or with group members you did not previously know? GRADING RUBRIC Competency and Dimension Not Competent Developing Competency Competent Advanced Competency Competency 8 (Skill) Intervention and prevention model for individual, families, and groups with evidencebased approaches Student was unable to identify and apply the appropriate use of evidence-based approaches in the assignment Student demonstrated beginning skills of identifying and applying the appropriate use of evidence-based approaches in the assignment Student was able to apply the skills of identifying and applying the appropriate use of evidence-based approaches in the assignment Student demonstrated a superior ability to apply the skills of identifying and applying the appropriate use of evidence-based approaches in the assignment Competency and Dimension Not Competent Developing Competency Competent Advanced Competency Competency 9 Understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness Student did not identify methods for evaluating outcomes and practice effectiveness Student demonstrated beginning skills in identifying methods for evaluating outcomes and practice effectiveness Student demonstrated skills in identifying methods for evaluating outcomes and practice effectiveness Student demonstrated a superior ability to

Numerical Grade Letter Grade Competency 95–100 A 4 (Advanced Competency) 90–94 A- 4 (Advanced Competency) 87–89 B+ 3 (Competent) 83–86 B 3 (Competent) 80–82



B– 3 (Competent) 76–79 C+ 2 (Developing Competency) 70–75 C 2 (Developing Competency) Below 70 D or F 1 (Not Competent)

- 11) Appendix 3: FINAL PAPER: A Brooklyn Family Tale Please watch the film, A Brooklyn Family Tale. In an 8-10-page paper address the following questions, using readings from class and/or outside literature to support your responses. APA format and citations are required for this assignment. Please use the following section headings in your paper and adhere to the page limits for each section.
1. Family Strengths Using the literature, define the strengths perspective and its relevance to social work with families. What do you see as the strengths of the individuals in the Santiago-Castro-Cruz family, and in the family as a whole? Why is identifying strengths useful when working with working with families? Please refer to the literature in your response. 1-2 pages
 2. Family Resilience Using the literature, define resilience and describe its relevance to social work practice with families. Based on this definition, in what ways do you see the Santiago-Castro-Cruz family as resilient? 1-2 pages
 3. Assessing the Impact of the Environment on the Family In what ways are the family's struggles related to their environment and to socio-cultural factors? Why is it important to assess the impact of environmental factors on the family? Please use the literature to substantiate your response. 1-2 pages
 4. Engaging and Working with Families In the documentary, Sister Geraldine states: "I go beyond the act. I try to find that person behind the act, then look for who is this person, what is it that they have, what's brought them to this point in their life. That's really social work – learning what brought them to where they are." What does this statement convey to you about engagement and assessment in social work practice? In her work with the Santiago-Castro-Cruz family, what are the results of Sister Geraldine's attempts to find the person behind the act? Based on the material covered in this class on engaging and working with families, briefly describe the skills and approaches you think would be important for engaging and working with this family. Please cite the literature in your response. 1-2 pages
 5. Cultural Competence Using the literature, define cultural competence. In what ways did Sister Geraldine display cultural competence in her work with the Santiago-Castro-Cruz family? Are there areas in which you think she could have demonstrated greater cultural competence? Use the literature to support your responses. Approximately 1 page
 6. Potential Countertransference and Responses Using the literature, provide a definition of the term countertransference. Briefly discuss any countertransference issues you anticipate you might experience if you were working with this family. What might you do to mitigate these reactions? Approximately 1 page
- 15 Your paper should be well-written and thoughtfully respond to each question. Where stated, please cite the literature, and use appropriate citations. In-Class Group Presentation (part of your participation grade) Group Presentation to Integrate HBSE and Practice Content During the semester you will be placed in groups and will facilitate a class presentation and discussion. You will be placed in groups based on the developmental stage of the clients you are working with, and based on the content covered in this course. There will be a group of students who primarily work with: a) young adults, b) a second group of students who primarily



work with persons in middle adulthood, and c) a group that primarily works with older adults. Students working with children and/or adolescents, will be assigned to a fourth group, d) that will focus on content on grief, death and dying (if this group is much larger than the other three groups, students will also be assigned to the previous 3 groups, so that the group sizes are fairly equal). For about 20 minutes in each class, in the appropriate module, students assigned to the developmental stage that is being discussed that week will lead a discussion of the connection between the Human Behavior and the Social Environment content covered that week and their practice and/or personal experience. Students in each group need to spend time together outside of class preparing their presentation, so that all members are familiar with the material that will be presented, and the presentation is well-organized. This activity will not be graded, but will count toward the class participation portion of your final grade. Each group should plan to do the following to facilitate the class discussion: 1) Provide a review of the bio-psycho-social issues often faced by people in this developmental stage. 2) Review key content presented in the readings for that week (and relevant PowerPoints and videos if they are assigning to be viewed outside of class). 3) Facilitate a class discussion where students discuss which of these issues are at the micro, mezzo and/or macro levels. 4) Discuss the relevance of this material to social work practice. If you are working with the demographic you are discussing, please talk about how this information is relevant to their internship. If you are not working with this population, help to facilitate a discussion about how this material is relevant to social work practice, or how you can personally relate to this content. ▪ You can provide specific examples from your practice, including the successes and challenges you are experiencing in working with clients at this stage ▪ You can talk about how this material is relevant to your personal life (perhaps it is relevant to you personally, or relevant to your parents or grandparents....)

Numerical Grade Letter

Grade Competency 95–100 A 4 (Advanced Competency) 90–94 A- 4 (Advanced Competency) 87–89 B+ 3 (Competent) 83–86 B 3 (Competent) 80–82 B- 3 (Competent) 76–79 C+ 2 (Developing Competency) 70–75 C 2 (Developing Competency) Below 70 D or F 1 (Not Competent)

- 12) Appendix 4: **Thought questions:** Thought questions are a way for me to evaluate your reading comprehension and research, your ability to apply what you are learning in and out of class to the course content, respond to other students, and apply the concepts to your papers or contributions to in-class discussions. They serve as weekly quizzes with the purpose of keeping our class and group discussions fluid. Thoughtful and comprehensive answers will receive full credit. Dr. Yarvis will create a discussion board where you can post a **copy** (original in canvas) so that other students can read and respond to your post.

Adapted Fordham University GSSW Course: SWGS 6324.