Advance Practice with   Dr. Sari Skolnik
Social Work and Groups   Sari.Skolnik-Basulto@yu.edu

SWK 6023   Office Hrs.: TBD

COURSE DESCRIPTION

This course is a second year, clinical practice course, designed to educate the student for social work practice with a focus in the social group work method. It builds upon the knowledge and skills acquired in first year Generalist Practice course and the HBSE course.

The Advance Practice with Social Work and Groups specialization provides students with the knowledge base to develop change through group interventions. Emphasis is on using the group work method for enhancing individual growth as well as promoting small group and community change. A major emphasis in the sequence is development of the professional self to assure the evolution of disciplined practice based on purpose, knowledge, values, and skills.

Specific clinical practice theories and skills are explored for their applicability to the assessment and intervention with diverse clients in multiple practice settings. Students formulate therapeutic interventions based on assessments that include attention to multiple factors such as agency context, cultural issues, and evidence based- practice research.

I.   COURSE COMPETENCY OUTCOMES

This course will help students achieve the following competencies:

Competency 1- Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession's history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams.

Competency 2- Advance Human Rights and Social, Economic, and Environmental Justice. Social workers are advocates for human rights, economic and environmental justice in direct practice with individuals, families, groups and communities as well as efforts focused on program development and policy development.

Competency 4- Engage in Practice-informed Research and Research-informed

Practice.
Social workers understand quantitative and qualitative research methods and their respective roles in advancing a science of social work and in evaluating their practice. Social workers know the principles of logic, scientific inquiry, and culturally informed and ethical approaches to building knowledge. Social workers understand that evidence that informs practice derives from multi-disciplinary sources and multiple ways of knowing. They also understand the processes for translating research findings into effective practice.

Competency 5- Engage in policy practice
Social workers understand that human rights and social justice, as well as social welfare and services, are mediated by policy and its implementation at the federal, state, and local levels. Social workers understand the history and current structures of social policies and services, the role of policy in service delivery, and the role of practice in policy development

Competency 6 –Engage with Individuals, Families, Groups, Organizations, and Communities
Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.   Students will:

Competency 7 –Assess Individuals, Families, Groups, Organizations, and Communities
Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.   Students will:

Competency 8 – Interventions with Individuals, Families, Groups, and Communities
Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations and Communities Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities.

Communities will be measured in the Capstone assignment in the end of the second semester.

II.   <u>LEARNING OBJECTIVES</u>

At the conclusion of this course, students will be able to:

1. Understand social work values

2. Develop an understanding of the obligation to follow ethical standards when working with clients

3. Demonstrate the requisite engagement skills for beginning with all clients and client groups.

4.Demonstrate cultural inclusivity across race, gender, gender identity, class, sexual orientation, religion age, physical abilities.

5. Demonstrate strong psychosocial assessment skills with clients

6. Apply group work theory and practice skills to diverse practice settings and a range of client populations

7. Understand the group process and be able to work with different group structures

8. Be able to harness mutual aid factors to support individuals in a group setting to meet their collective aspirations and goals.

9. Demonstrate the ability to identify and work with challenges related to both individual and group growth and change.

11. Understand the impact that policy has on client population's lives

12. Demonstrate the ability to evaluate their own practice

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

III.   INSTRUCTIONAL METHODS

This course is taught with didactic lecture, class presentations, class discussion, audiovisual teaching tools and role-plays. Required articles are available online from the electronic reserves of the Pollack library (password: wurzweiler).

IV.   COURSE EXPECTATIONS AND GRADING

A passing grade in Fieldwork is required to pass Clinical Practice with Individuals & Families I.

Assignment	Grade %	Due Date
Assignment 1: Developing a Group	35%	7 Session
Assignment 2: Assessment of Work with Client or Group	40%	13 Session
Class Participation plus Case Presentation	25%	TBD

A letter grade (A, A-, B+, B, B-, C+, C or F) will be given based on: Quality, scholarship and timeliness of papers & quality of class participation.

Grading: A= 94-100; A- = 90-93; B+ = 87-89; B= 83-86; B-=80-82; C+ = 75-79; C=70-74 F<74

Rubrics for assignments are available on Canvas

Incomplete Policy

It is expected that all work must be submitted no later than the final day of this class, unless otherwise specified by the instructor. Incomplete grades are only given in exceptional circumstances at the discretion of the instructor. In order for an instructor to issue a grade of "incomplete," the student must be passing this course.

If an incomplete grade is given for this course, an Incomplete Contract will be completed, which will specify a due date for the completion of any outstanding work. It is the student's responsibility to complete all outstanding work before this due date. Students will be unable to enroll in any advanced courses for which this course is a prerequisite.

Failure to complete all outstanding work before the due date will result in a grade change from an "I" to an "F" for this course. Please consult the Student Handbook for the

complete incomplete policy which will guide the receipt of an incomplete grade in this course.

COURSE GRADING RUBRIC

Class Participation	Contributes to class discussions by raising thoughtful questions, analyzing relevant issues, building on others' ideas, synthesizing across readings and discussions, expanding the class' perspective, and appropriately challenging assumptions and perspectives **33 points**	Attends class regularly and *sometimes contributes* to the discussion in the aforementioned ways. **30 points**	Attends class regularly but *rarely contributes* to the discussion in the aforementioned ways. **27 points**	Attends class regularly but *never contributes* to the discussion in the aforementioned ways. **23 points**
Attendance	Always arrives on time and stays for entire class; regularly attends class; all absences are excused; always takes responsibility for work missed; no deadlines missed. **33 points**	Minimal lateness; almost never misses a class; no unexcused absences. No deadlines missed. **30 points**	Late to class semi-frequently; misses deadlines. **27 points**	Late to class frequently misses deadlines **23 points**
Comportment	Demonstrates excellence in communication, interpersonal skill, respect for the ideas of others and the learning environment, engages in reflective thinking, exemplifies empathy, honesty and integrity, shows respect for diversity, demonstrates ethical conduct, and conducts oneself with a professional demeanor. **33 points**	Occasionally exhibits excellence in comportment; is almost always respectful towards peers, and the learning environment **30 points**	Recurring concerning comportment issues behaves in ways that are not always respectful of peers, and the learning environment **27 points**	Consistent comportment concerns; is often disrespectful to peers and the learning environment **23 points**

Required Text

- Northen H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. **PDF on Canvas**

Suggested Texts:

- Glassman, U. (2008). Group Work: A humanistic and skills building approach (2nd ed.) Los Angeles, CA: Sage Publications.

- Malekoff, A. (2014). *Group work with adolescents: Principles and practice. 3rd Edition.* Gilford Press.

Note: All required readings are on-line through electronic reserve (ERES). Your instructor will distribute the password and directions to access these readings.

COURSE REQUIREMENTS

Assignment I: Developing a Group– Due Session #7

Prepare a plan for the development of a new client group in an agency (can be your field placement or a fictional agency)

Discuss: the needs of the client population proposed for the group, how a group service will meet those needs; group purpose; who the members will be; group size and structure; pre-group contact with prospective members

Discuss your plan to get the agency invested in the group. Whose support would you need before you could start the group. What are some of the potential challenges to developing this group? What do you need to successfully facilitate this group?

Discuss one reading that helped you with this assignment.

This paper should incorporate relevant readings from the literature. Paper should be 7-9 pages and draw on relevant literature covered in the course and should conform to APA academic style to include citations and bibliography. All authors and sources of ideas or fact, whether quoted directly or paraphrased in your own words, must be given due credit through the use of APA citations. Please see grading rubric in Canvas.

Assignment II: Group Assessment- Due Session #13

The assessment is to be carried out with one group you are presently leading. It should include:

- an analysis of your group which includes purpose, social interaction with each other and the group worker; mutual aid processes present; functional and dysfunctional roles of group members; norms that help or hinder the progress of the group; group structure; impact of cultural and member/group worker differences on group process.

The assessment should include examples from your group to describe group processes/dynamics. Individual group members should be referred to (anonymously).

After you have concluded the assessment indicate what changes in group process are needed to better accomplish group purpose and goals. What is your plan for addressing any changes?

This should be a well-developed paper integrating references from the group work literature. Utilize APA style. 7-9 pages. Please see grading rubric in Canvas.

OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your education at Wurzweiler. It is the student's responsibility to identify himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/

E-RESERVES
 Access full text copies of most of the "on reserve" articles for a course from your home

computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is http://yulib002.mc.yu.edu:2262/er.php. Most of the articles mentioned in the curriculum are available on electronic reserve (E-reserves). You can access the full text articles from your home or from a university computer at no charge.

ACCESSING E-RESERVES

FROM CANVAS
1. Go to your class Canvas page.
2. Click the link "Library Resources & E-Reserves" (no password required)

FROM CAMPUS
1. If you wish to access e-reserves from the library home page (library.yu.edu),
2. Use "**wurzweiler**" all lower case, as the password.
3. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

FROM OFF-CAMPUS
1. Go to the library's online resources page:
   http://www.yu.edu/libraries/online_resources.asp
2. Click on E-RES; you will be prompted for your Off Campus Access Service login and password.
3. Use "wurzweiler" all lower case, as the password for all courses in all social work programs.
4. If you have problems accessing e-reserves, email: Stephanie Gross, Electronic Reserves Librarian: gross@yu.edu or ereserves@yu.edu.

USING E-RESERVES
1. Click on "Search E-RES" or on "Course Index," and search by instructor's name, department, course name, course number, document title, or document author.
2. Click on the link to your course.
3. When the article text or book record appears on the screen, you can print, email, or save it to disk. To view documents that are in PDF format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

PLAGIARISM

All written work submitted by students is to be their own. Ideas and concepts that are the work of others must be cited with proper attribution. The use of the written works of others that is submitted as one's own constitutes *plagiarism* and is a violation of academic standards. The school will not condone *plagiarism* in any form and will impose sanctions to acts of *plagiarism*. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and

writing. **_Plagiarism_** occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also **_plagiarism_** to use the ideas and/or work of another student and present them as your own. It is **NOT** **_plagiarism_** to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. If it is determined that a student has plagiarized any part of any assignment in a course, the student automatically **FAIL** the course. The student also will be placed on Academic Probation and will be referred to the Associate Dean for any additional disciplinary action which may include expulsion. A student may not submit the same paper or an assignment from another class for credit. If students or faculty are concerned that written work is indeed plagiarized, they can use the following "plagiarism checker" websites, easily accessible, and generally free on Google:

> www.grammarly.com/plagiarism_checker
>
> www.dustball.com/cs/plagiarism.checker
>
> www.plagtracker.com
>
> www.plagium.com/
>
> www.plagscan.com/seesources/
>
> www.duplichecker.com/

As a Wurzweiler student, maintaining good standing in the program is dependent on developing and maintaining high standards of ethical and professional behavior. Students are required to adhere to the Code of Ethics promulgated by the National Association of Social Workers (NASW).

HIPAA

In line with HIPAA regulations concerning protected health information, it is important that you understand that any case information you present in class or coursework will need to be de-identified. What this means is that any information that would allow another to identify the person must be changed or eliminated. This includes obvious identifiers such as names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity or gender. If diagnosis, race/ethnicity or gender is directly related to the case presentation, it can be included if it will not allow for identification.

FERPA & OTHER UNIVERSITY POLICIES

- Wurzweiler's policies and procedures are in compliance with FERPA regulations. Information about FERPA regulations can be found <u>here</u>.

- Drug-Free University Policy can be found <u>here</u>.

- Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found <u>here</u>.

- The University's Computer Guidelines can be found <u>here</u>.

COURSE OUTLINE

Module 1: Sessions 1-2 Course Introduction, The Evolution of Group Work in Social Work Practice

<u>Required Reading</u>

Text: Northen & Kurland, Chapters 1 & 2

Andrews, J. (2001). Group work's place in social work: A historical analysis. *J. Soc. & Soc. Welfare*, *28*, 45.

Drumm, K. (2006). The essential power of group work. *Social Work with Groups*, *29*(2-3), 17-31.

Giacomucci, S., & Giacomucci, S. (2021). History of Social Work with Groups in Practice and Education. *Social Work, Sociometry, and Psychodrama: Experiential Approaches for Group Therapists, Community Leaders, and Social Workers*, 17-30.

Papell, C. P. (1998). Thinking about thinking about group work: Thirty years later. *Social work with Groups*, *20*(4), 5-17.

Videos and other resources on Canvas

MODULE 2: Sessions 3-4 The Group as a Mutual-Aid System & Diversity/Difference in Clinical Practice with Individuals and Groups

<u>Required Reading</u>

Text: Chapter 3 & 4

Feize, L., & Gonzalez, J. (2018). A model of cultural competency in social work as seen through the lens of self-awareness. *Social Work Education*, *37*(4), 472-489.

Gitterman, A. (2004). The mutual aid models. *Handbook of social work with groups*, 93-110.

Gitterman, A., & Knight, C. (2016). Promoting resilience through social work practice with groups Implications for the practice and field curricula. *Journal of Social Work Education*, *52*(4), 448-461.

Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work*, *51*(1), 20-30.

Knight, C., & Gitterman, A. (2014). Group work with bereaved individuals: The power of mutual aid. *Social work*, *59*(1), 5-12.

Kurland, R. (2012). Racial difference and human commonality: The worker-client relationship. In *Stories Celebrating Group Work* (pp. 113-118). Routledge.

Collins, S.; Arthur, N.; Wong-Wylie, G. (2010). Enhancing reflective practice in Multicultural counseling through cultural auditing. Journal of Counseling & Development, 88,3, p340-347.

Muskat, B., Greenblatt A., Garvin C., Pelech, W., Cohen C., Macgowan, M., & Roy, V (2020) Group workers' experiences of mutual aid: Stories from the field.
Social Work with Groups,43,241-256.

Pender Greene, M., & Blitz, L.V. (2012). The Elephant Is Not Pink: Talking About White, Black, and Brown to Achieve Excellence in Clinical Practice. *Clinical Social Work Journal, 40,* 2, 203-212.

Saulnier, C. F. (2000). Incorporating feminist theory into social work practice: Group work examples. *Social work with groups*, *23*(1), 5-29.

Steinberg, D. M. (2010). Mutual aid: A contribution to best-practice social work. *Social Work with Groups*, *33*(1), 53-68.

Steinberg, D. M. (2012). The magic of mutual aid. In *Stories Celebrating Group Work* (pp. 31-38). Routledge.

Videos and other resources on Canvas

MODULE 3: Sessions 5-6 Pre-Planning a Group

<u>Required Reading</u>

Text: Chapters 5, 6, & 7

Kurland, R., & Salmon, R. (1993). Group work vs. casework in a group: Principles and implications for teaching and practice. *Social Work with Groups*, *15*(4), 3-14.

Kurland, R. (2005). Planning: The neglected component of group development. *Social Work with Groups*, *28*(3-4), 9-16.

Kurland, R., & Salmon, R. (2006). Purpose: A misunderstood and misused keystone of group work practice. *Social Work with Groups*, *29*(2-3), 105-120.

Videos and other resources on Canvas

MODULE 4: Sessions 7 The Two Client Paradigm: The individual and the Group: Dynamics in Group Formation

<u>Required Readings</u>

Martin, P. Y., & Shanahan, K. A. (2013). Transcending the effects of sex composition in small groups. *Groupwork with women/Groupwork with men*, 19-32.

Moreland, R. L., Levine, J. M., & Wingert, M. L. (2018). Creating the ideal group: Composition effects at work. In *Understanding group behavior* (pp. 11-35). Psychology Press.

Paletz, S. B., Peng, K., Erez, M., & Maslach, C. (2004). Ethnic composition and its differential impact on group processes in diverse teams. *Small Group Research*, *35*(2), 128-157.

Videos and other resources on Canvas

MODULE 5: Sessions 8-10 The Beginning Stage of Group Development

Text: Chapter 11 & 12

Bennis, W. G., & Shepard, H. A. (1956). A theory of group development. *Human relations*, *9*(4), 415-437.

Garland, J., Jones, H., & Kolodny, R. (1965). A model for stages of development in social work groups. *Explorations in group work*, 17-71.

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

Tuckman, B. W. (2001). Developmental sequence in small groups. *Group Facilitation*, (3),66.

MODULE 6: Sessions 11-12 The Problem-Solving Model

Required Readings

Text: Chapter 8

Somers, M. L. (1976). Problem-solving in small groups. *Theories of social work with groups*, 331-367.

MODULE 7: Sessions 13-14 Ethical Issues & Integration of Course material

Required Readings

Dolgoff, R., & Skolnik, L. (1993). Ethical decision making, the NASW Code of Ethics in group. work practice: Beginning explorations. *Social Work with Groups*, *15*(4), 99-112

Grady, M.D., Strom-Gottfried, K. (2011). No Easy Answers: Ethical Challenges Working with Sex Offenders. Clinical Social Work Journal, 39, 1, 18-27.

Gumpert, J., & Black, P. N. (2006). Ethical issues in group work: What are they? How are they managed? *Social Work with Groups*, *29*(4), 61-74.

McAuliffe, D., & Sudbery, J. (2005). 'Who Do I Tell?' Support and Consultation in Cases of Ethical Conflict Journal of Social Work 5 (1), 21-43.

McAuliffe, D., & Chenoweth, L. (2007). Leave no stone unturned: The inclusive model of ethical decision-making Ethics and social welfare 2 (1), 38-49

Northen, H. (1999). Ethical dilemmas in social work with groups. *Social Work with Groups*, *21*(1-2), 5-17.