

**WURZWEILER SCHOOL OF SOCIAL WORK
YESHIVA UNIVERSITY
MSW PROGRAM**

**Advance Practice with
Social Work and Groups II
SWK 6024**

**Dr. Sari Skolnik
Sari.Skolnik-Basulto@yu.edu
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. LEARNING OBJECTIVES

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: Becoming a Group Worker	35%	7 Session
Assignment 2: Capstone	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 <i>sometimes contributes</i> to the discussion in the aforementioned ways. 30 points	Attends class regularly but <i>rarely contributes</i> to the discussion in the aforementioned ways. 27 points	Attends class regularly but <i>never contributes</i> 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 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

- Northern 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: Becoming a Group Worker-Due Session 7

You graduated with your MSW and are working as a professional social worker at a setting and population you wanted.

Your supervisor is impressed with your group work background and wants you to discuss with the staff why group is an effective and important intervention for this agency's clients.

In a well developed paper integrate the knowledge and skills you have learned from this course . Use readings from the course utilizing APA style, 7-9 pages (not including reference page). Integrate at least 5 references from the literature.

In this paper:

- Describe the presenting problem/target population and provide a literature review that substantiates the power of a group intervention for this problem/client population
- How would you help staff identify the groups that could operate in this agency
- What concerns or questions would you anticipate from the workers and how would you address them
- What feedback would you give about recruiting perspective members

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: Integrative Capstone Assignment

In the second semester of advanced practice, as students approach graduation, all WSSW students must complete a Capstone Paper. This paper is required for all students for continuity across programs. This paper represents the culminating assignment for the Social Work Program. It requires students to complete an individual paper with an emphasis on integrating their knowledge of all key areas of the MSW curriculum: HBSE, Cultural Diversity, Values & Ethics, Policy, Research and Practice with client systems.

In this paper the students identify a social problem experienced by a client, group or community and explain how policy, cultural diversity, HBSE, ethics, research, and practice knowledge would inform your assessment and intervention with this problem. Each student will be able to demonstrate their critical reflection and integration of MSW core practice competencies (6A, 6B, 7A, 7B, 8A, 8B, 9A & 9B) as related to a particular social issue.

This approximately 10-12-page final paper should address a social problem experienced by a client, group or community and explain how policy, cultural diversity, HBSE, values/ethics, research, and practice knowledge would inform your assessment and intervention with this problem. In this way, each student will be able to demonstrate their critical reflection and integration of MSW core competencies around a particular social issue. Separately, students will also include a reflection on their Field Education experience. This reflection may relate to their overall topic but is not required to.

Students have discretion over their choice of topic. Examples can be wide-ranging*:

- Mental health issues in a client, group or particular community
- Trauma in an individual, group or community
- Policy and program evaluation in an area of social work
- Substance abuse, gerontology, LGBTQIA+ issues
- Systemic racism impacting a client, group or larger cohort

*Your selected topic should be approved by your practice professor to ensure appropriateness.

Additionally, your professor may ask for an outline and preliminary draft prior to the Capstone due date. **This will serve as the final Advanced Practice paper.**

Outline for the Capstone Paper

Title page

Please follow APA style when constructing the title page (i.e., title, your name and affiliation, running head and page number).

Abstract

Present a succinct summary (150 words or less) of your Capstone paper

Body of Paper

1. Introduction (1 paragraph)

Identify the way in which you will organize and explicate this topic in your paper

2. Literature review (6-8 pages)

The literature review for your study should include a minimum of 8 primary sources that are related to your chosen topic. The majority of these sources should come from peer-reviewed journals. Using these sources, identify and provide the historical and current context of your chosen topic. Your sources will show who has studied this topic and from how many different points of view.

Explore all of the following areas in your literature review (choose 4)

- Research
- Policy
- Values and Ethics
- Cultural Diversity
- HBSE (theoretical) framework
- Practice frameworks/interventions

3. Integration of Field Education Learning (2-3 pages)

Analyze a case example from your field placement. This can be at any level, including an individual client, group, or community). Describe how the different areas of your MSW education (HBSE, Cultural Diversity, Values & Ethics, Policy, Research and Practice with client systems) informed your understanding of this case and topic.

4. Discussion (1-2 pages)

Answer the following questions in paragraph form:

- How has this paper deepened your understanding of this topic?
- Looking back on your MSW education, what shifts do you detect in yourself, and your approach as a professional MSW?

5. Conclusion (1 page)

Summarize the key findings and conceptual takeaways of your capstone paper.

References

Notes:

The Capstone is a scholarly paper written in the American Psychological Association (APA) style. This final capstone paper should contain correct spelling and grammar; have a clear beginning, middle, and end and each new topic should have appropriate headings. Any statements of facts or material used for this paper must be APA referenced (7th edition), including an in-text citation and

an APA style reference list.

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 **FAILS** 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 [here](#).
- Drug-Free University Policy can be found [here](#).
- Policy Statement on Non-Discrimination, Anti-Harassment, and Complaint procedures can be found [here](#).
- The University's Computer Guidelines can be found [here](#).

COURSE OUTLINE

Module 1: The Middle Stage of Group Development (Sessions 1 & 2)

Required Reading

Text: Northen & Kurland, Chapters: 13 & 14

Birnbaum, M.L. & Cicchetti (2005). A model for working with the group life cycle in each group session across the life span of the group. *Groupwork*, 15(3). 23-43.

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

Berman-Rossi, T. (1993). The tasks and skills of social worker across stages of group development. *Social Work with Groups*, 16(1-2), 69-81.

Tuckman, B. W., & Jensen, M. A. C. (1977). Stages of small-group development revisited. *Group & organization studies*, 2(4), 419-427.

Videos and other resources on Canvas

MODULE 2: Member Roles, Group Dynamics, & Authority Issues (Sessions 3-5)

Required Reading

Text: Chapter: 10

Role Plays: The Scapegoat and the monopolize; common roles in a group

Videos and other resources on Canvas

MODULE 3: Dealing with Differences in the Group (Sessions 6 & 7)

Required Reading

Text: Chapter 9

Berger, R. (2009). Encounter of a racially mixed group with stressful situations. *Groupwork*, 19(3), 57-76.

Gitterman, A., & Wayne, J. (2003). Turning points in group life: Using high-tension moments to promote group purpose and mutual aid. *Families in Society*, 84(3), 433-440.

Gitterman, A. (2014). Working with difference: White teacher and African-American students. In *Teaching secrets* (pp. 65-79). Routledge.

Wayne, J., & Gitterman, A. (2004). Offensive behavior in groups: Challenges and

opportunities. *Social Work with Groups*, 26(2), 23-34.

Role Play: Differences between clients and clients and group worker

Videos and other resources on Canvas

MODULE 4: The Use of Program & Activity in the Group (Session 8)

Required Readings

Text: Chapter 11

Giacomucci, S. (2021). *Social work, sociometry, and psychodrama: Experiential approaches for group therapists, community leaders, and social workers* (p. 435). Springer Nature.

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), 187-201.

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.

Lang, N. C. (2016). Nondeliberative forms of practice in social work: Artful, actional, analogic. *Social Work with Groups*, 39(2-3), 97-117.

Middleman, R. R. (2005). The use of program: review and update. *Social Work with Groups*, 28(3-4), 29-48.

Skolnik, S. (2018). A synergistic union: Group work meets psychodrama. *Social Work with Groups*, 41(1-2), 60-73.

Vankanegan, C., Tucker, A. R., Mcmillion, P., Gass, M., & Spencer, L. (2019). Adventure therapy and its impact on the functioning of youth in a community setting. *Social Work with Groups*, 42(2), 127-141.

Videos and other resources on Canvas

MODULE 5: Group Work with Specific Client Populations & Models (Sessions 9-11)

Clifford, M. W. (2009). Group Work with Specific Populations: Adolescents with Co-Occurring Mental Health and Substance Use Problems. In *Encyclopedia of Social Work with Groups* (pp. 201-268). Routledge.

Dennison, S. (2008). *Measuring the treatment outcome of short-term school-based social skills groups*. *Social Work with Groups*, 31(3/4), 307-328.

Galinsky, M. J., Terzian, M. A., & Fraser, M. W. (2006). The art of group work practice with manualized curricula. *Social Work with Groups*, 29(1), 11-26.

Giacomucci, S. (2021). Experiential sociometry in group work: Mutual aid for the group-as-a-whole. *Social work with groups*, 44(3), 204-214.

Hornillos, C., & Crespo, M. (2012). Support groups for caregivers of Alzheimer patients: A historical review. *Dementia*, 11(2), 155-169. *Social Work with Groups*, 29(1), 11-26.

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

Knight, C. (2017). Group work with homeless mothers: Promoting resilience through mutual aid. *Social Work*, 62(3), 235-242.

Knight, C., & Gitterman, A. (2022). Shared Trauma in a Group Context. In *Shared Mass Trauma in Social Work* (pp. 154-179). Routledge.

Malekoff, A. (2007) *A flexible organizing framework for group work with adolescents. Social Work with Groups*, 30(3). 85-102.

Marchini, J. (2009). *The use of group work with New York City Firefighters post-9/11. In: C. S. Cohen, M. Phillips & M. Hanson (Eds.) Strength and diversity in social work with groups: Think group. (pp. 81-92). NY: Routledge.*

Marsiglia, F.F., Pena, V., Nieri, T. & Nagoshi, J.L. (2010). *Real groups: The design and immediate effects of a prevention intervention for Latino children. Social Work with Group*, 33(2/3). 103-121.

McGarry, E., Kane, N. & Fung, L-W. (2013). *The Silver Foxes group: Growing older and living with HIV/AIDS. In: G.J. Tully, K. Sweeny & S.E. Palombo, Eds. Group work: Gateways to growth (pp. 94-108). London: Whiting & Birch Ltd.*

Sweifach, J. & Heft-LaPorte, H. (2007). *A model for group work practice with Ultra-Orthodox Jewish victims of domestic violence: A qualitative study. Social Work with Groups*, 30(3). 29-45

Weinberg, H. (2020). Online group psychotherapy: Challenges and possibilities during COVID-19—A practice review. *Group Dynamics: Theory, Research, and Practice*, 24(3), 201.

Weinberg, H. (2021). Obstacles, challenges, and benefits of online group psychotherapy. *American Journal of Psychotherapy*, 74(2), 83-88.

MODULE 6: Sessions Evaluation & Endings (Sessions 12 & 13)

Required Readings

Text: Chapters 14, 15, & 16

Birnbaum, M. L., Mason, S. E., & Cicchetti, A. (2003). Impact of purposeful sessional endings on both the group and the practitioner. *Social Work with Groups*, 25(4), 3-19.

Garvin, C. D. (2010). Group work research: Past, present, and future. In *Social work practice research for the twenty-first century* (pp. 51-71). Columbia University Press.

Macgowan, M. J. (2009). Group Work Research: Evidence-Based Group Work. In *Encyclopedia of social work with groups* (pp. 151-172). Routledge.

Robb, M. A. (2022). *Group art therapy: practice and research*. Routledge.

Shelley, P. B. (2015). 6 ENDINGS. *Group Work: Skills and Strategies for Effective Interventions*, 96.

MODULE 7: Integration of Course material (Session 14)

