

Instructor's Resource Manual
for
An Introduction to Group Work Practice
Eighth Edition

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SAMPLE SYLLABUS

[INSERT UNIVERSITY NAME HERE]

[INSERT COURSE NAME HERE]

[INSERT COURSE NUMBER HERE]

Professor:

Professor Phone:

Office Number/Location:

Professor Email:

Office Hours:

Course Meeting Times:

COURSE DESCRIPTION

This is an introductory course in group work practice. Its objective is to teach students the knowledge and practice skills which are necessary for group work practice. The course emphasizes basic theory about groups and group process, demonstrates the skills necessary for effective practice, and gives students the opportunity to discuss and practice these skills. In addition, the course is designed to acquaint students with the many uses of task and treatment groups in a broad range of settings with diverse client groups.

COURSE OBJECTIVES

- To educate generalist social workers to have the tools to work in various settings with a variety of client groups, addressing a range of personal and social problems and using skills to intervene at practice levels ranging from the individual to the community.
- Understanding of the historical and the current use of groups in social work practice.
- Ability to understand, assess, and use group properties and group processes occurring in a group.
- Ability to understand and work with diversity in groups.
- Ability to assess the need for a group.
- Ability to plan for, begin, and conduct a group.
- Understanding of and ability to use group processes to achieve the goals and objectives of the group.
- Ability to evaluate the outcome of a group and to use the information to improve group practice.
- Knowledge about resources available to plan for and establish specific treatment and task groups which may be needed in specialized fields of practice and in specific social work

settings.

STUDENT LEARNING OBJECTIVES/OUTCOMES

In this course, didactic material will be presented in lecture and through homework assignments. This material will expose the student to different approaches to group work. The emphasis will be on developing generic skills, and the differential uses of specific skills for particular problems which are frequently experienced in treatment and task groups.

REQUIRED TEXT(S)

Toseland, R., & Rivas, R. (2011). *An Introduction to Group Work Practice* (6th Ed.). Boston: Allyn and Bacon.

ASSIGNMENTS AND EVALUATION

Below, you will find the grading scale and percentages.

Grading/Evaluation

Assignment

Class Participation	20%
Midterm	30%
Final	50%
Major Assignment(s):	
Midterm Assignment	
Presentation Assignment	
Final Assignmnet	

Letter Equivalent

A – 90-100	C – 70-79
B – 80-89	D – Less than 70

Major Assignments

Midterm Assignment

The mid-term paper is designed to allow you to examine your role in a group. The paper should focus on explicating group-as-a-whole properties and processes, leadership and the ways in which you interact with and influence the functioning of the group. I would prefer you to use a current group experience, but you can use a previous group experience if you are not currently participating in a group. The paper should be from 10 to 15 pages in length. The paper is not research based. It is an analysis of your experiences in the group, using the outline for group dynamics covered in lectures and the book, and your analysis of the leadership of the group.

Outline for the Mid-term Paper

Type of Group: Is the group formed or natural? If formed, is it a treatment or task group and within that, what type of group is it, i.e. support, socialization etc.?

Communication/Interaction Patterns

- a. What are the communication/interaction patterns when the group meets: who talks to whom most often? Does the interaction vary by time or topic?
- b. Are there subgroups or isolates? If yes, what is their basis (what do subgroup members have in common, e.g., attraction, status, interest, previous acquaintance, etc.) and what effect do they have on the group?
- c. How does the composition (gender, racial or ethnic background, age) affect communication patterns? For example, are men, Caucasians, older persons, or professionals listened to more?

Cohesion

- a. What brings people into this group -- what do they get out of group membership or what are the attractions? Examples are prestige, friendship, status with a peer group, chance to make contacts/meet prestigious people, learn or show off skills, liking of group task or purpose, ethnic or racial similarities, etc.
- b. Does the group appear to be cohesive or highly attractive to its members? What are indicators of high or low cohesion in this group? Examples of high cohesion are regular attendance, many members accepting responsibilities, pride in belonging, referring to the group as "we," considering the group's (or members') opinion important, choosing to do "group things" when something else could be done, etc.
- c. How does the composition (gender, racial or ethnic background, age) affect cohesion? For example, do racial/ethnic differences make the group more attractive or less attractive?

Social Integration, Influence and Control (Norms, Roles, Status and Power)

- a. What are the norms in this group?
- b. What type or range of behavior does the group attempt to control or have expectations about? For example, are there expectations about dress, topics, attendance, self-disclosure, behavior outside the group, associates, etc.?
- c. What happens to someone who violates the norms?

- d. What roles do members play in the group, e.g. gatekeeper, talkative member?
- e. Who normally performs task-oriented (maintenance) functions within the group; e.g., keeping the group on task, coordinating, giving or seeking information, etc.? Other than the leader, do certain members take on aspects of these functions?
- f. Who normally performs socio-emotional (maintenance) functions within the group; e.g., encouraging, reducing tension, mediating conflict, making sure everyone is included, etc.? Other than the leader, do certain members take on aspects of these functions?
- g. How do age, gender, and ethnicity or race relate to the member roles? For example, are women the socio-emotional leaders, men the task leaders? Is the youngest person, or most different person, usually the "clown" (a socio-emotional role)?
- h. Are there differences in status among group members? If so, what are the indicators (cues to different status)?
- i. What are the informal status ranks? Who is "high" and who is "lower?" How does their behavior differ, for example, amount of talking, initiating interaction, dress, deference to others, freedom from norms, etc.?
- j. What appear to be the bases of higher status, that is, how did "higher status" persons get to be higher status? Some common methods are prestige, appointed or elected position, status or expertise outside the group, skills useful to the group (for example, the star athlete on a team, good writer on a committee to draft a document, good conflict resolver), length of membership, etc.
- k. What are the effects of "non-changeable" characteristics on the status ranks in this group? For example, are women generally higher or lower status? Someone of a different ethnic or racial background? Has anyone's status changed over time? If so, why did it happen? For example, did the member violate norms, learn or contribute new skills, join or leave a subgroup; did the group's purpose or base of attraction change?
- l. Who has the power in the group? Is there a formal and informal leader? Describe the leadership and what is done well and what could be improved.

Group Culture

- a. What are the overall values and beliefs that are displayed in the way the group conducts its business?

Overall

If you were the leader of the group, name two things that you would try to change about the group dynamics. Present a plan for how you would try to change the group dynamics. Do the plans for changing the two dynamics differ? If so, how?

Presentation Assignment

Depending on the size of the class, pick two or three other classmates and decide on a group you would like to role play. This could be any type of treatment group, ex. anger management, children's social skills group etc. Develop roles for other members of the class so that you have a group of 6 to 8 participants. Develop a written agenda for the group meeting, and a second page where you have some additional resources/references other students could use if they were going to lead such a group. If your group is not a structured group, develop a 1

or 2 page resource handout which contains information about the group, what you are trying to accomplish and references from the literature that students could refer to if they were going to lead this type of group ex. support group, growth group etc. We will use a fishbowl format where the rest of the class members will sit in a circle around the group you form. This will not be a graded assignment. It will be pass/fail. If it is not done it will take 10 points away from your 20 point class participation grade. It is designed to give you a chance to lead a group and to be a participant in a group. Please sign up for a time slot from session 11 to session 15.

Final Assignment

You have three options for the final paper. The first option is a research paper which is focused on your work with a group. The second option is for you to plan a group for a specific population (children, aged, those with substance abuse problems, men who batter, etc.). The third option is for you to do a paper on group work techniques such as psychodrama, or types of groups (e.g., teams, self-help groups). The first two options entail reading specialized literature on group work with the population, and problems faced by the population, and then preparing a paper about the group. In the first option, after a focused literature review, describe the group and your work with it. For the first option, if you report on your work with a group you may want to discuss your field experiences, work experiences, or volunteer experience with a group. The emphasis should be on the leadership of the group, and what you would do differently based on the course. After the literature review, your description of the group can follow the planning outline (briefly). Then, you should focus on group dynamics and leadership of the group during each session, your analysis of the positive and negative aspects of the group dynamics and the leadership, and how it might be lead differently if you have the opportunity to do it again. It is fine if the group is currently being conducted, and it is not finished. The second option involves planning for a group that you have never led. If you would rather do this planning option, use the planning group proposal to illustrate how you would develop and conduct a group with which you have little or no experience. After the literature review, follow the planning a group option 2 outline on page 7. The choice of the topic should reflect your interest in a particular area of group work. For the third option, you need to discuss the topic with me and how you plan to organize the paper. If you are considering the third option, please make an appointment to see me. For any of the three options be sure to include information from lecture and from the text for the course. The final paper should be about 15 pages in length.

Outline for the Final Paper

This is a suggested outline for option one designed to serve as a guide for those who have chosen to examine their work with a group. Although the outline is fairly comprehensive you are free to vary your analysis based on the practice situation you are attempting to describe.

1. Introductory paragraph explaining the paper.
2. Literature review on the social problem being addressed in the paper.
3. Literature review on the group work methods that have been used to address the social problem.
4. Description of the setting and the group.
5. Planning for the group - See below and the text Chapter 6 (Planning) for topical headings. When choosing option one, limit your description of planning to one or two pages.
6. Leadership approach used in the group.

7. Intervention strategies used during the beginning, middle and ending phase of the group.
8. Evaluation of the group process - use the group dynamics framework in the text to evaluate group processes, i.e. communication and interaction, cohesion, social integration dynamics and culture.
9. Evaluation of the group outcome.
10. Conclusions and recommendations for future practice, and how you would change things if you were able to do it over.

Final Assignment – Planning a Group (Option 2)

Plan a task or a treatment group for a community social service or health care agency you are familiar with.

Outline for planning a group:

1. Introductory paragraph explaining the group
2. Purpose: Purpose of the group (its goals)
3. Role of the worker in the group (e.g., chair, facilitator, therapist)
4. Literature review on the social problem being addressed in the paper
5. Literature review on the group work methods that have been used to address the social problem
6. Agency Sponsorship:
 - Agency name and mission

 - Agency resources relevant to the group (i.e., physical facilities, financing, staff, etc.)

 - Agency geographic location (community, not address), sponsorship, demographic characteristics of clientele, type of staff, any other characteristics that might affect group
7. Membership: Target population for the group—who you would like to reach. Appropriateness of the population with respect to the agency mission and group purpose.
8. Recruitment: Method(s) for recruiting members.
9. Composition: Criteria for including or excluding members.
10. What characteristics you would like group members to be heterogeneous on, and what characteristics homogeneous, and why.
 - Size: Open or closed membership.

 - Demographic characteristics important to group purpose.

 - How will the expected composition affect interaction or group development? Include age, gender, ethnicity/race, sexual orientation, disability or any other special considerations that may affect the composition.
11. Norms and Roles: What are the most important group norms you would like to develop?
12. How will composition affect the norms or their development? Are there specific roles you would like members to develop within the group? If so, describe these roles.
13. Orientation: Whether potential members will be screened, and if so, how and for what characteristics. Preparation for group membership and roles (e.g., pre-group interview or letter, discussion at beginning of group).

14. Contract: Describe and justify the number of meetings, frequency, length, and times for meetings. If appropriate, depending on the type of group, describe the types of contracts with individual group members, or the group as a whole that you would try to foster.
15. Environment: Physical arrangements (room, space, materials, room set-up, other considerations. Financial arrangements (budget, expense, charges, income) and any special arrangements (child care, transportation, access for persons with physical handicaps, etc.).
16. Structure: How will the group conduct its work? (e.g., discussion group, arts-and-crafts, exercises, role plays, etc.). Will there be a structure for each group meeting? How will the structure help the group achieve its' goals.

UNIVERSITY/COLLEGE POLICIES AND ETHICS

[INSTRUCTOR: Insert Your University's Academic Policies]

CSWE EPAS 2015 Core Competencies and Behaviors in This Text

Competency	Chapter
Competency 1: Demonstrate Ethical and Professional Behavior	
Behaviors	
Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context.	1, 7, 13, 14
Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations	1, 4, 5
Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication	1, 6, 7
Use technology ethically and appropriately to facilitate practice outcomes	1, 6, 14
Use supervision and consultation to guide professional judgment and behavior	1, 4
Competency 2: Engage Diversity and Difference in Practice	
Behaviors	
Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	3, 5, 6, 7, 8, 9, 10, 11, 12
Present themselves as learners and engage clients and constituencies as experts of their own experiences	1, 5, 8, 14
Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	1, 4, 5, 7, 8
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	
Behaviors	
Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels	4, 5, 8, 9
Engage in practices that advance social, economic, and environmental justice	3, 4, 5, 9

Competency	Chapter
Competency 4: Engage In Practice-informed Research and Research-informed Practice	
Behaviors	
Use practice experience and theory to inform scientific inquiry and research	2, 3, 8, 14
Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	2, 4, 8, 10, 14
Use and translate research evidence to inform and improve practice, policy, and service delivery	1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 14
Competency 5: Engage in Policy Practice	
Behaviors	
Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services	1, 4, 5, 11, 12
Assess how social welfare and economic policies impact the delivery of and access to social services	1, 5, 10, 12
Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice	1, 5, 8, 12
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	
Behaviors	
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies	2, 3, 6, 7, 9, 10, 11, 12
Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies	4, 5, 6, 7, 9, 11
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	
Behaviors	
Collect and organize data, and apply critical thinking to interpret information from clients and constituencies	4, 7, 8, 12, 14
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	2, 3, 4, 5, 6, 8
Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	6, 7, 8, 9, 14

Competency	Chapter
Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	3, 4, 5, 8, 9, 10, 11
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	
Behaviors	
Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies	1, 4, 5, 7, 8, 9, 10, 11, 12, 13
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	2, 3, 4, 5, 8, 9, 10, 11, 12, 13
Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes	8, 9, 10, 11, 12
Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies	5, 8, 9, 10, 12
Facilitate effective transitions and endings that advance mutually agreed-on goals	13
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	
Behaviors	
Select and use appropriate methods for evaluation of outcomes	6, 8, 11, 14
Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	1, 4, 5, 6, 8, 14
Critically analyze, monitor, and evaluate intervention and program processes and outcomes	5, 6, 8, 14
Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels	14

CHAPTER 1

Introduction

CHAPTER SUMMARY

This introductory chapter provides a framework for studying and working with groups. Group work is a broad field of practice conducted by professional social workers with, and on behalf of, many different client groups in many different settings. A definition of group work is offered that encompasses the breadth of group work practice and is sufficiently flexible to allow specialized approaches and objectives. To understand the types of groups that exist in practice, a distinction is made between

treatment and task groups. Although some functions and objectives of task and treatment groups overlap, they are distinguished by a variety of characteristics. This chapter clarifies the kinds of task and treatment groups often encountered in practice and illustrates the commonalities and differences among these groups. The typology of treatment groups distinguishes among those with six primary purposes: (1) support, (2) education, (3) growth, (4) therapy, (5) socialization, and (6) self-help. The typology of task groups distinguishes among nine types of task groups that are organized to serve three primary purposes: (1) meeting client needs, (2) meeting organizational needs, and (3) meeting community needs. Types of task groups that serve client needs include teams, treatment conferences, and staff development groups. Types of task groups that serve organizational needs include committees, cabinets, and boards of directors. Types of task groups that serve community needs include social action groups, coalitions, and delegate councils.

CSWE COMPETENCIES FOUND IN THIS CHAPTER

Demonstrate Ethical and Professional Behavior

Engage Diversity and Difference in Practice

Engage In Practice-informed Research and Research-informed Practice

Engage in Policy Practice

Intervene with Individuals, Families, Groups, Organizations, and Communities

Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

LEARNING OBJECTIVES

- Describe how group work is carried out using a generalist perspective.
- Demonstrate how values and professional ethics are applied in group work practice.
- Define group work and its practice applications.
- Compare the differences between task- and treatment-oriented groups.
- List the advantages and disadvantages of using groups to help people and to accomplish tasks.
- Describe the types and functions of treatment groups.
- Define the types and functions of task groups.

CHAPTER OUTLINE

Organization of the Text

The Focus of Group Work Practice

Values and Ethics in Group Work Practice

Practice Values

Practice Ethics

Definition of Group Work

Classifying Groups

Formed and Natural Groups

Purpose and Group Work

Treatment and Task Groups

Group Versus Individual Efforts

- Advantages and Disadvantages of Treatment Groups

- Advantages and Disadvantages of Task Groups

A Typology of Treatment and Task Groups

Treatment Groups

- Support Groups

- Educational Groups

- Growth Groups

- Therapy Groups

- Socialization Groups

- Self-Help Groups

Task Groups

- Groups to Meet Client Needs

- Groups to Meet Organizational Needs

- Groups to Meet Community Needs

Summary

TEACHING TIPS

Chapter 1 is designed to give students an overview of social group work practice and to focus on values and ethics. One of the instructor's primary goals should be to help social work students place social group work practice within the broader context of social work practice. It is important to help students to understand the importance of groups in the formation and maintenance of clients' identities and how social group work practice fits within a generalist social work practice perspective. To this end, having students identify and discuss the influence and impact of their extended family group, ethnic/racial group, and their participation in civic, social, recreational, and religious groups can be helpful. One of the unique characteristics of this textbook is its emphasis on practice with task and treatment groups. Students often understand the importance of treatment groups, but the typology of treatment groups helps them to see that treatment groups are more than just "therapy" groups. Equally important, the instructor should help students understand how much time they are likely to spend as members and leaders of task groups, and the important role that social workers often play in coordinating the efforts of task groups. Therefore, it is important to spend some time giving students examples from their own practice experience of the different types of task groups described in the typology, and asking students with agency-based practice experience to describe some of their own experiences. This can also take the form of helping students to describe negative experiences in task groups, ex. boredom, poor organization, and so forth, as a way of illustrating the importance of learning to work effectively with task groups as well as treatment groups. Another option is to discuss learning assignment 3 in class this week and then have students report on their findings in class 2 or 3. In addition to providing students with an overview of social group work practice, a major focus of the chapter is to socialize students to the dominant values and ethics of social group work practice. Because students at the BSW and MSW level are likely to have already been exposed to the NASW code of ethics, and learning modules on values and ethics in social work practice, the instructor should become familiar with what exposure

students have already had to social work values and ethics and to place their lecture and discussion on social group work values and ethics within this context. Emphasis can be placed on the unique social group work values that have emerged from the settlement house movement, and the emphasis in social group work on inclusion and equality of participants. Emphasis can also be placed on unique the value and ethical dilemmas faced by social group work practitioners such as the limits of confidentiality caused by having multiple group members learn about each other's problems and concerns, exchanges of information and resources among members within and outside the group that might not be accurate or beneficial, and the formation of social, instrumental or intimate relationships that sometimes occurs among members. Another option is to discuss learning assignment 1. The discussion can begin in this class session by focusing on possible ways to identify an experienced group leader. Then in class 2 or 3 the instructor can have students discuss the results of their interviews with experienced group leaders.

SUGGESTED IN CLASS DISCUSSION QUESTIONS

1. Ask class members to discuss their experiences participating in or leading task or work groups such as committees, teams etc.
2. Ask class members to discuss their experience as members or leaders of support, educational, socialization (recreation, etc.), and growth groups. Do not ask them to disclose participation in therapy groups. After the discussion, point out that you did not ask about participation in self-help or therapy groups because this might be too personal in this first class. Get members' reactions and ask for any volunteers who may wish to briefly discuss their participation in these groups. Limit the discussion to a brief overview of their participation and inquire about how they feel about this risk taking.
3. Ask class members to discuss how their participation in groups, how comfortable or shy they are and how their participation has evolved over time.
4. Ask class members about what skills they would like to learn in the class.
5. Ask class members what leadership qualities they would like to work on and/or develop through their participation in the classroom learning groups.

CLASS ASSIGNMENTS

Class 1 Exercise: Self-Disclosure

It is important for clients to share with their fellow group members their problems and concerns, how they have attempted to deal with them, their personal strengths and weaknesses, how they have dealt with problems in the past and their expectations, hopes, and anxieties. Self-disclosures of this kind are essential. Clients rarely come to groups eager to self-disclose all of their concerns and failures and fear of disclosure is a major factor in keeping some clients from “airing their dirty laundry” in the presence of others in the group. Self-disclosure is often a gradual process where individuals reveal something and then await the reactions and feedback of their fellow group members. If the reception is supportive, members are likely to reveal more, and at a deeper level. If the reaction of group members to disclosures is not supportive, or the demand to reveal deeply personal issues is too great, members who disclose may become silent, or worse end their participation. If a member reveals a great deal of personal or highly charged information early in the group, this intense revelation might also scare other members. Thus, a balance of not too little and not too great self-disclosure is important in early group meets. To get some practice in self-disclosure and to feel what it is like for our clients, students are asked to read the following case example and respond to the questions that follow. Form learning groups of 4 or 5 classmates. Appoint a group leader and a process recorder. Group members should read the case example in silence and note how they are similar or dissimilar to the person in the case example in terms of patterns of responding to stressors and of situations that lead to stress. Each group member should strive to disclose some 1) behaviors, 2) attitudes, 3) beliefs, 4) feelings, and 5) thoughts that commonly accompany their reactions to stress. Learning group members should then share with each other their lists of similarities and differences, and their typical reactions to stress being sure to address each of the 5 listed areas.

1. After reading Appendix A, interview an experienced group leader. Ask this person to identify three problems encountered while trying to implement social work values when practicing group work. For example, ask the person whether the encounters involved (a) violations of confidentiality, (b) conflicts between the rights of an individual member and the rights of the group, (c) problems in member-to-member and member-to-leader relationships within the group, and (d) problems in member-to-member and member-to-leader relationships outside the group. Ask how the person attempted to resolve the problems.
2. Attend several meetings of a treatment group. Following the list of selected characteristics in Table 1-3, record your observations about the group. After you have observed the group, answer the following questions:
 - a. What was the primary purpose of the group? Was there more than one purpose?
 - b. Comment on the role played by the leader in the group. Was the leader directive or nondirective?
 - c. Was the focus of the group on the individual member or the group as a whole? To what extent was the focus on members' emotional needs versus the tasks the group was convened to accomplish?
 - d. What was the basis on which members bonded? Was the bond strong or weak?
 - e. Describe the composition of the group. How were group members similar? How were they different?

- f. Describe the communication patterns you observed. Were all members involved in the interaction? What was the level of self-disclosure?
3. Interview two middle or upper managers in one or two social service agencies. Ask the managers to list the task groups in which they are (a) leaders and (b) members. Ask them to estimate the amount of time task group participation takes each week and the importance of this component of their jobs. Also, ask how well their education prepared them to be leaders and members of the task groups in which they are involved.

CASE EXAMPLE

Mary lives over an hour from the school of social work. She is extremely busy between working part-time, taking classes, going to field work, and being a mother (she has two children) and wife. Mary has found it difficult to exercise and often cuts corners on eating and sleeping in a healthful manner. A typical day for Mary begins with coffee and a donut, and getting her kids ready before she leaves for work or school. Two days a week when her husband can't do it she is also responsible for seeing the kids off at the school bus. From the time she arrives at work, Mary is extremely busy, often not having time for lunch and just having coffee and eating a candy bar or sandwich quickly. It seems that no matter how diligently she works there is always more to be done. Mary is responsible and feels pressure to maintain that image at work and at home. She often is tense and frequently frustrated when all her expectations and responsibilities are not done to her standards. Whenever she notes a mistake or job she couldn't get to, she feels a surge of anxiety. She worries that her fellow workers will think she is irresponsible if her performance doesn't measure up. She knows that she is a hardworking and responsible employee but it is hard to keep that in perspective. She used to enjoy exercise and is aware of its benefits, but hasn't made it a high priority in her life. By the time she gets home, Mary often feels tired and overwhelmed. She does a few chores around the house or goes shopping for necessities, but somehow she never seems to catch up. Occasionally, she spends time in the evening with family or friends but this is rare, and more often than not she collapses in front of the TV for a little while before bedtime and after doing homework. She feels guilty about how messy her house is, but resents spending her few hours of free time on domestic chores. Mary is beginning to feel more and more over-extended and overwhelmed by her out of control schedule. She is also becoming resentful of her husband, which she knows is not right because he works so hard, but she doesn't know what she can do to correct this state of affairs.

ADDITIONAL RESOURCES

- Corey, G., Corey, M. S., & Callanan, P. (2011). *Issues and ethics in the helping professions* (8th ed.). Belmont, CA: Brooks/Cole.
- Garvin, C. D., Gutierrez, L. M., & Galinsky, M. J. (2004). *Handbook of social work with groups*. New York, NY: Guilford Press.
- Gitterman, A., & Salmon, R. (Eds.). (2009). *Encyclopedia of social work with groups*. New York, NY: Routledge.
- Tropman, J. E. (2014). *Effective meetings: Improving group decision-making* (3rd ed.). Thousand Oaks, CA: Sage.

ASSESSMENT ITEMS

eText Assessments

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Multiple Choice Questions

1. A worker's actions in the group are affected by:
 - a) The clients' value system
 - b) The worker's personal value system
 - c) Both client and worker's value system
 - d) Neither, the worker should be value free
2. A group whose primary purpose is to foster mutual aid is called a:
 - a) Socialization group
 - b) Growth group
 - c) Therapy group
 - d) Support group
3. A group whose primary purpose is to help members learn new information and skills is called a:
 - a) Growth group
 - b) Education group
 - c) Socialization group
 - d) Therapy group
4. An encounter group for married couples is an example of which type of group?
 - a) Therapy group
 - b) Education group
 - c) Growth group
 - d) Socialization group
5. An interdisciplinary group of professionals planning the discharge of a patient from a

mental health facility is an example of a:

- a) Cabinet
- b) Hospital committee
- c) Treatment conference
- d) Governance group

6. The most common type of task group is a:

- a) Cabinet
- b) Committee
- c) Delegate council
- d) Social action group

7. A group that is designed to provide advice and expertise about policy issues to chief executive officers or other high-level administrators is called a:

- a) Board of directors
- b) Delegate council
- c) Board of trustees
- d) Cabinet

8. Groups of organizations that come together to exert influence by sharing resources and expertise are called:

- a) Constituencies
- b) Delegate councils
- c) Governance groups
- d) Coalitions

9. Groups that frequently serve as a forum for communication among diverse human service agencies within a city, state, or nation are called:

- a) Delegate councils
- b) Coalitions
- c) Committees
- d) Social action groups

10. A group that is the governing body for an agency is called a:

- a) Cabinet
- b) Board
- c) Delegate council
- d) Committee

11. A group in an inpatient setting that helps clients with depression is called a:

- a) Self-help group

- b) Support group
- c) Therapy group
- d) Growth group

12. A group that is often led by a lay person or a professional who has experienced the problem that members have is called a:

- a) Growth group
- b) Education group
- c) Self-help group
- d) Socialization group

13. A group that is characterized by the use of program activities is called a:

- a) Support group
- b) Education group
- c) Self-help group
- d) Socialization group

14. American values do not include:

- a) Democratic values
- b) Puritan ethics
- c) Social Darwinism
- d) Social safety nets

15. Group work values do not include:

- a) Individual initiative
- b) Cooperation and mutual decision making
- c) The collective good
- d) The value of high individualization in the group

16. A key value of social group work is:

- a) Respect and dignity of all group members
- b) Getting all members to participate
- c) Confronting members
- d) Helping members overcome resistance

17. Growth groups do not include:

- a) An encounter group for married couples
- b) A values-clarification group for adolescents

- c) A social club for outpatients of a psychiatric center
- d) A gay-pride group

18. According to research the limits of confidentiality are discussed

- a) All of the time
- b) Most of the time
- c) Rarely
- d) When there is a contract in place

19. When putting into place ethical principles the worker should not

- a) Screen members to ensure the selection of members whose goals can be met
- b) Help members develop and pursue therapeutic goals
- c) Discuss confidentiality
- d) Focus on assessment at the beginning of the group

20. Comparing treatment and task groups does not include

- a) Bond between members
- b) Roles
- c) Procedures
- d) Self-identity

21. A group that is most likely to influence policy is a:

- a) Social action group
- b) Treatment conference
- c) Committee
- d) Growth group

22. An example of a formed group is a:

- a) Family
- b) Gang
- c) Therapy group
- d) Friendship network

23. Advantages of treatment groups include:

- a) Empathy
- b) Practice of new behaviors
- c) Helper-therapy

d) Group think

24. Group work purposes do not include:

- a) Rehabilitation
- b) Prevention
- c) Social action
- d) Socializing

25. The purpose of treatment groups does not include:

- a) Self-help
- b) Socialization
- c) Treatment conference
- d) Growth

Essay Questions

1. Explain four ways that treatment and task groups differ.
2. What kinds of treatment and task groups are most likely to be found in a psychiatric inpatient setting?
3. Describe what kinds of task groups might influence policy.
4. Attend a meeting of a treatment conference and describe what happens in the group.
5. Describe how you would implement four ethical principles in a treatment group of your choice.

CHAPTER 2

Historical Developments

CHAPTER SUMMARY

This chapter describes historical developments in the practice of group work and in the social sciences. A historical perspective is presented to help workers develop a broad understanding of the uses of groups in practice settings and develop a knowledge base they can use to practice effectively with different types of groups. The historical overview of group work practice presented in this chapter suggests that throughout the twentieth century, groups were used for a variety of purposes, such as education, recreation, socialization, support, and therapy. The early emphasis on the use of groups for education, recreation, and socialization has waned in recent years in favor of an increased interest in the use of groups for support, mutual aid, and therapy. This trend parallels the gradual transition during the 1930s and 1940s away from group work's amorphous roots in adult education, recreation, and social work to its formal incorporation into the social work profession during the 1950s. Currently, social group work is being revitalized in schools of social work and in practice settings. As current trends indicate, in recent years there has also been an increased recognition of the roots of social group work and the multiple purposes group work can serve.

This chapter also briefly explores historical developments in social science research that have relevance for understanding group processes. Findings from these studies emphasize the powerful influence that the group as a whole has on individual group members. The chapter closes with a review of six theories: (1) systems theory, (2) psychodynamic theory, (3) learning theory, (4) field theory, (5) social exchange theory, and (6) narrative and constructivist theories, all of which have had an important influence on group work practice.

CSWE COMPETENCIES FOUND IN THIS CHAPTER

Engage In Practice-Informed Research and Research-Informed Practice

Engage with Individuals, Families, Groups, Organizations, and Communities

Assess Individuals, Families, Groups, Organizations, and Communities

Intervene with Individuals, Families, Groups, Organizations, and Communities

LEARNING OBJECTIVES

- Identify the historical development of group work practice in treatment groups.
- Explain how group work practice developed in task groups.
- Cite examples of knowledge gained about groups from social science research.
- Differentiate among influential theories in group work.

CHAPTER OUTLINE

Knowledge from Group Work Practice and Practice Research: Treatment Groups

- Differences between Casework and Group Work

- Intervention Targets

- The Weakening of Group Work

- Current Practice Trends

- Divergent and Unified Practice Models

- Evidence-Based Group Work Practice

- The Popularity of Psycho-Educational, Structured, Practice Models

Knowledge from Group Work Practice: Task Groups

Knowledge from Social Science Research

Influential Theories

- Systems Theory

- Psychodynamic Theory

- Learning Theory

- Field Theory

- Social Exchange Theory

- Constructivist, Empowerment, and Narrative Theories

Summary

TEACHING TIPS

This chapter is designed to ground students in the traditions of social group work by informing them about the historical roots of the profession and also the social science findings that contribute to the practice base of our profession. One of the instructor's primary goals should be to help students understand that social group work has different roots and traditions than casework. It is important to inform students about the vital role that settlement houses, adult education, recreational and community centers, clubs, and institutions played in the development of social group work. Connections can be made between practice in these settings and the value base of social group work practice. Connections can also be made to the use of educational, program, and socialization activities as meaningful and historically rooted aspects of social group work practice. Good resources for instructors are the books by Kenneth Reid. With the increased importance of evidenced-based social work practice, it is also essential to help students understand how social science has contributed to social group work practice. This is especially evident in our understanding of group dynamics and their influence on group participants. The social sciences also help us to understand the importance of developing therapeutic group dynamics and how to change them as the group evolves. To make the discussion of the influence of social science more interactive, students can be asked to recall what they learned in their sociology and social psychology courses such as the famous experiments at the Hawthorne Plant in Chicago, and the experiments by Asch and Milgram that are only briefly mentioned in the book. These experiments can be put in the context of group influence, and how they inform current social group work practice. This chapter also is designed to acquaint students with the theories (ex: systems, psychodynamic, and learning theories) that have had a profound influence on the current practice of social group work. Emphasis should not be placed on the details of the theories but rather on how they influence current social group work practice. For example, the instructor can briefly talk about learning theory, but then quickly move to a description of how learning theory forms the basis for social skills training in groups,

cognitive behavior therapy in groups, or behavioral activation as a treatment for depression in groups. Similarly, a brief discussion of social exchange theory can lead to a discussion of the use of positive peer culture in therapeutic community settings, and a discussion of psychodynamic theory can lead to a discussion of the role that this theory has had on the social group worker's perceptions of how members relate to each other in self-help and long-term therapy groups.

SUGGESTED IN CLASS DISCUSSION QUESTIONS

1. Ask class members to discuss how social group work is applied in their field agency or work setting. Be sure to focus on task groups as well as treatment groups.
2. Ask class members to discuss the theories that they favor in leading groups, and why they favor the approach they are espousing. While doing this, it is possible to compare short-term structured approaches to practice with more long-term and group-centered approaches, the benefits of each, and the differential use of these approaches with different populations and problems.
3. Review the five theoretical orientations at the end of chapter 2, and ask students about their experiences applying each approach, or why they prefer one approach over the other. Compare and contrast students' views highlighting the differential usefulness of each theoretical approach.
4. Ask students to describe their own theoretical approach and how it draws on the theories that are presented in the chapter.

CLASS ASSIGNMENTS

Class 2 Exercise: Formed and Natural Groups

Formed groups are those that come together through some outside influence or intervention. They usually have a sponsor and a particular purpose, for example, a team sorority, committee, or classroom group. Natural groups come together in a spontaneous fashion on the basis of naturally occurring events, interpersonal attraction, or the mutually perceived needs of members, for example, families, friendship groups, or gangs. Make an ecomap of your own social support network that may include both formed and natural groups. Examples include family, living group, classmates, church, neighbors placement, sorority/frat, workmates, etc.). After you have completed your ecomap find three other classmates who have completed their ecomap and form a small group. Appoint a process recorder and a leader. The leader should help the entire group discuss the types of groups they look to for support. The leader should guide the discussion by having the group members address the following questions:

1. What are similarities among members of your learning group in numbers and types of groups that provide support?
2. What kind of support do they provide (ex: instrumental, expressive)?
3. What kinds of stressors do they cause?
4. What are the differences in members' support networks?
5. What are the roles members of the learning group play in the groups?
6. How did members obtain or come to have these roles?
7. Identify which groups are formed and which are natural.
8. How does the support from formed groups differ from the support provide by the natural groups?

Note: When I use this exercise, I attach an example of an ecomap at the end of the exercise. Although

most undergraduate and graduate students have already learned about ecomaps in previous practice classes, I attach an ecomap as an example to refresh students' memories, and as an example for any student who may have missed this content in previous courses.

Other Possible Activities

1. Read about the lives of two famous group workers in the early history of group work practice.
 - a. Possible sources are: NASW's *Encyclopedia of Social Work*, K. Reid's *From Character Building to Social Treatment: The History of the Use of Groups in Social Work Practice*, or A. Alissi's *Perspectives on Social Group Work Practice*.
 - b. Compare and contrast how they practiced with groups. How did their practice differ from your understanding of modern practice?
2. Interview a group worker and ask the individual to describe the theoretical foundation(s) of his or her work style. Does the worker draw on theories of group work practice in an eclectic manner or rely primarily on one theory of practice? Ask the individual to comment on the extent to which theory guides his or her day-to-day practice. Which seems to be more important to the individual: theory or practice wisdom generated from previous experience?
3. Observe a treatment group, or, if this is not possible, interview a treatment group leader. Using the characteristics described in Table 2-1, determine the extent to which the group leader is practicing within the traditions of the social goals, remedial, and reciprocal models of group work practice. To what extent does the worker blend traditions?
4. What theoretical orientation does the worker espouse? Please refer to Chapter 2 as a guide. Keep in mind, however, that the worker may be using an approach such as existentialism or solution-focused therapy that is not described in the text. What particular tradition and theory is most appealing to you? Why?

ADDITIONAL RESOURCES

- Reid, K. E. (1981). *From character building to social treatment: The history of the use of groups in social work*. Westport, CT: Greenwood Press.
- Alissi, A. S. (Ed.). (1980). *Perspectives on social group work practice: A book of readings*. New York, NY: Free Press.
- Papell, C. P., & Rothman, B. (1962). Social group work models: Possession and heritage. *Journal of Education for Social Work*, 2(2), 66-77.
- Forsyth, D. R., & Burnette, J. L. (2005). The history of group research. In S. A. Wheelan (Ed.), *The handbook of group research and practice* (pp. 3-18). Thousand Oaks, CA: Sage Publications.
- Trattner, W. I. (1999). *From poor law to welfare state: A history of social welfare in America* (6th ed.). New York, NY: Free Press.

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Multiple Choice Questions

1. According to Field Theory, the amount of attraction that the members of a group feel for one another is called:
 - a) Consensus
 - b) Cohesion
 - c) Gestalt
 - d) Valence
2. When the behaviors of the group members and the worker are governed by the consequences of their actions, it can be said that they are engaging in which type of learning:
 - a) Classical conditioning
 - b) Operant conditioning
 - c) Interactional conditioning
 - d) Dynamic equilibrium
3. The degree of agreement regarding goals and other group phenomena is called:
 - a) Cohesion
 - b) Valence
 - c) Consensus
 - d) Coherence
4. The theory that uses structured groups to confront, challenge and eliminate antisocial peer group norms and replace them with prosocial norms is known as:
 - a) Guided Group Interaction
 - b) Social Learning Theory
 - c) Positive Peer Culture
 - d) Both A and C
5. The potency of goals and objects in the life space of a group is called:

- a) Cohesion
 - b) Valence
 - c) Equilibrium
 - d) Potentiation
6. The model of social group work that focuses on individuals within the context of the neighborhood and the social environment is known as the:
- a) Social Goals Model
 - b) Reciprocal Model
 - c) Ecosystem Model
 - d) Interaction Model
7. A group that is designed to restore and rehabilitate group members who are behaving dysfunctionally follows the:
- a) Reciprocal Model
 - b) Remedial Model
 - c) Interaction Model
 - d) Therapeutic Community Model
8. The model of group work that is closely aligned with ecological systems theory is the:
- a) Reciprocal Model
 - b) Mainstream Model
 - c) Remedial Model
 - d) Interaction Model
9. The theory that views the group as a gestalt, or an evolving entity of opposing forces that act to hold members of the group and to move the group along in its quest for goal achievement, is:
- a) Social Learning Theory
 - b) Field Theory
 - c) Guided Group Interaction
 - d) Classical Conditioning Theory
10. According to field theory, the ability of group members to influence one another is called:
- a) Interaction
 - b) Cohesion
 - c) Power
 - d) Consensus
11. The theory of group work that focuses on the way members influence one another during social interactions is the:
- a) Social Exchange Theory
 - b) Field Theory
 - c) Interaction Theory
 - d) Social Learning Theory
12. The model of group work that helps members improve functioning and cope with life's tasks is the:

- a) Social Goals Model
 - b) Reciprocal Model
 - c) Social Learning Model
 - d) Remedial Model
13. There are two types of inquiries that have enhanced our understanding of social work groups. One of these is
- a) Learning by doing
 - b) Learning by practitioners from over 100 years of practice
 - c) Learning from psychiatry
 - d) Learning from psychology
14. Another type of inquiry that comes mostly from experiments and observations of groups was done by
- a) Counseling psychologists
 - b) Social scientists
 - c) Adult educators
 - d) Recreation therapists
15. Group work grew up mainly in
- a) Charity organizations
 - b) Mental health organizations
 - c) Settlement houses
 - d) Social service agencies
16. Group work did not become linked to social work until
- a) Grace Coyle's book came out
 - b) Work with tuberculosis patients started
 - c) Social group workers worked in mental hospitals
 - d) The National Conference of Social Work in 1935
17. Compared to casework, group work is
- a) Much older
 - b) Much younger
 - c) A few years younger than casework
 - d) A few years older than casework
18. Historical differences between casework and group work do not include
- a) Caseworkers called their clientele clients whereas group workers called them members
 - b) Caseworkers worked with the poorest members of society
 - c) Group workers did not focus solely on the poorest members of society
 - d) Group workers focused mainly on problem solving and rehabilitation
19. As compared to casework group work focused on
- a) Group processes

- b) Study, diagnosis and treatment
 - c) Members' weaknesses
 - d) Worthy people who were the victims of industrialization
20. In the 1940s and 1950s, group work focused more frequently on
- a) Socialization
 - b) Mental health and therapy
 - c) Program activities
 - d) Self-help
21. Interest in group work in schools of social welfare weakened in the
- a) 1960s and 1970s
 - b) 1980s
 - c) 1990s
 - d) 2000s
22. According to Putman, the decline in civic engagement in voluntary associations and participation in formed groups was not caused by
- a) Time and money pressures
 - b) Mobility and sprawl
 - c) Availability of technology and the mass media
 - d) Greater differences between the wealthy and the poor
23. Attempts to revitalize social group work in social work came about from which source
- a) National Association of Social Workers
 - b) Association for the Advancement of Social Work With Groups
 - c) Society For Specialist in Group Work
 - d) International Society of Group Psychotherapy
24. The social goals model tends not to be used in
- a) Settlement houses
 - b) Girl Scouts
 - c) YMCA's
 - d) Community mental health clinics
25. Corrective emotional experiences in social group work are connected with what theory
- a) Social exchange theory
 - b) Psychodynamic therapy
 - c) Systems theory
 - d) Narrative and constructionist theories

Essay Questions

1. Describe how you might use learning theory to plan a social work group in an elementary school.
2. Describe how you might use social exchange theory to plan a social work group in a therapeutic community setting for those who abuse alcohol and/or drugs.
3. Describe the main differences between casework and group work as it was practiced early in the history of social work.
4. Describe what model of group work you would use in an outpatient mental health clinic and justify your choice of the model.
5. Describe how social scientists contributed to the knowledge base of social group work.

Chapter 1 Answer Key 1. C 2. D 3. B 4. C 5. C 6. B 7. D 8. D 9. A 10. B 11. C 12. C 13. B 14. D 15. C 16. A 17. C 18. C 19. 20. D 21. A 22. C 23. D 24. D 25. C

Chapter 2 Answer Key 1. B 2. B 3. B 4. B 5. B 6. A 7. B 8. A 9. A 10. A 11. A 12. A 13. B 14. B 15. C 16. D 17. A 18. C 19. A 20. B 21. A 22. D 23. B 24. D 25. B