

**TEST BANK**

CONNECTING CORE COMPETENCIES SERIES

An Introduction  
to Group Work  
Practice

SEVENTH EDITION

Ronald W. Toseland  
Robert F. Rivas



CONNECTING CORE COMPETENCIES SERIES

## Instructor's Manual and Test Bank

*for*

Toseland and Rivas

# An Introduction to Group Work Practice

Seventh Edition

*prepared by*

Ronald W. Toseland  
State University of New York at Albany

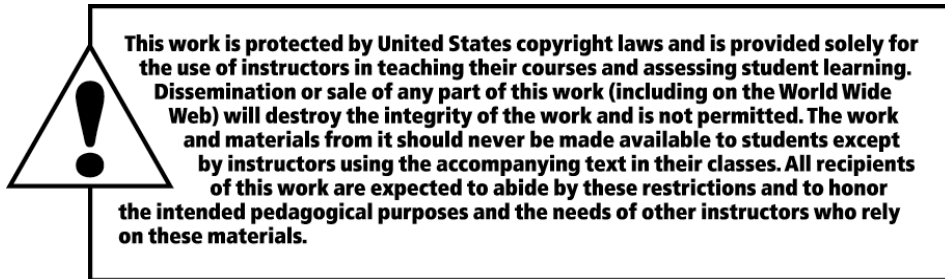
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CONNECTING CORE COMPETENCIES SERIES

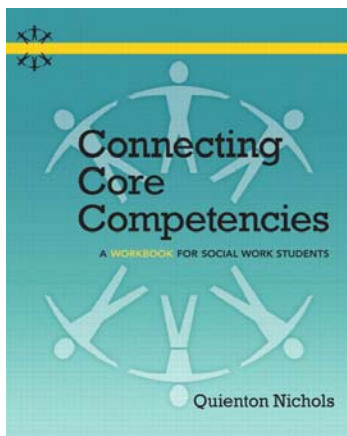
**Current Listing of Supplements Associated With  
Connecting Core Competencies Series Titles**

		IM	TB	PPTs	MyTest	Assess Yourself
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<b>Intro</b>	Farley/Smith/Boyle <i>Introduction to Social Work, 12e</i>	✓	✓	✓	✓	✓
<b>Intro</b>	Morales/Sheafor/Scott <i>Social Work, Updated 12e</i>	✓	✓	✓	✓	✓
<b>Policy</b>	DiNitto/Johnson <i>Social Welfare, Brief 1e</i>	✓	✓	✓	✓	✓
<b>History</b>	Stern/Axinn <i>Social Welfare, 8e</i>	✓	✓	✓		✓
<b>Generalist Practice</b>	Cummins/Sevel/Pedrick <i>Social Work Skills Demonstrated, 3e</i>	✓				✓
<b>Group Practice</b>	Toseland <i>An Introduction to Group Work Practice, 7e</i>	✓	✓	✓	✓	✓
<b>Macro Practice</b>	Netting/Kettner/McMurty/Thomas <i>Social Work Macro Practice, 5e</i>	✓	✓	✓		✓
<b>Research</b>	Maschi/Youdin <i>Practitioner as Researcher, 1e</i>	✓	✓	✓		✓
<b>Research</b>	Yegidis/Weinbach/Meyers <i>Research Methods for Social Workers, 7e</i>	✓	✓	✓		✓
<b>Field</b>	Matich-Maroney <i>The E-Practicum Companion</i>	✓				✓
<b>Field</b>	Royse/Dhopper/Rompf <i>Field Instruction, Updated 6e</i>	✓				✓
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<b>Intro</b>	DuBois/Miley <i>Social Work, 7e</i>	✓	✓	✓	✓	✓
<b>Intro</b>	Marx/Broussard/Hopper/Worster <i>Social Work and Social Welfare, 1e</i>	✓	✓	✓	✓	✓
<b>Intro</b>	Popple/Leighninger <i>Social Work, Social Welfare, and American Society, 8e</i>	✓	✓	✓	✓	✓
<b>Policy</b>	Cummins/Byers/Pedrick <i>Policy Practice for Social Workers, Updated 1e</i>	✓	✓	✓	✓	✓
<b>Policy</b>	Popple/Leighninger <i>The Policy Based Profession, 5e</i>	✓	✓	✓		✓
<b>Generalist Practice</b>	Miley/O'Melia/DuBois <i>Generalist Social Work Practice, Updated 6e</i>	✓	✓	✓	✓	✓
<b>HBSE</b>	Schrivier <i>Human Behavior and the Social Environment, 5e</i>	✓	✓	✓	✓	✓
<b>Research</b>	Dudley <i>Research Methods for Social Work, Updated 2e</i>	✓	✓	✓		✓
<b>Field</b>	Birkenmaier/Berg-Weger <i>The Practicum Companion, 3e</i>	✓				✓
<b>Field</b>	Garthwait <i>The Social Work Practicum, 5e</i>	✓				✓



**MySocialWorkLab** is a dynamic website offered with **every Connecting Core Competencies Series text** providing a wealth of resources geared to help students develop and master the skills articulated in CSWE's core competencies—and improve their grades in their Social Work courses.

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## CSWE's Core Competencies Practice Behaviors Coverage in this Text

Practice Behavior	Chapter
<b>Professional Identity (2.1.1)</b>	
Social workers advocate for client access to the services of social work;	1, 5, 9, 10, 12
Social workers practice personal reflection and self-correction to assure continual professional development;	1, 3, 4, 5, 14
Social workers attend to professional roles and boundaries;	1, 2, 3, 4, 5, 9, 10, 11
Social workers demonstrate professional demeanor in behavior, appearance, and communication;	1, 4, 5
Social workers engage in career-long learning;	4
Social workers use supervision and consultation.	4
<b>Ethical Practice (2.1.2)</b>	
Social workers recognize and manage personal values in a way that allows professional values to guide practice	1, 4, 5, Appendix 1, 2, 3
Social workers make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles	1, Appendix 1, 2, 3
Social workers tolerate ambiguity in resolving ethical conflicts	1, 7, Appendix 1, 2, 3
Social workers apply strategies of ethical reasoning to arrive at principled decisions	1, Appendix 1, 2, 3
<b>Critical Thinking (2.1.3)</b>	
Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	1, 2, 3, 4
Social workers analyze models of assessment, prevention, intervention, and evaluation	1, 2, 8, 9, 10, 11, 12, 14
Social workers demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	6, 7, 14
<b>Diversity in Practice (2.1.4)</b>	
Social workers recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	3, 5
Social workers gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	1, 3, 4, 5
Social workers recognize and communicate their understanding of the importance of difference in shaping life experiences	1, 3, 4, 5
Social workers view themselves as learners and engage those with whom they work as informants	3, 4, 5
<b>Human Rights &amp; Justice (2.1.5)</b>	
Social workers understand the forms and mechanisms of oppression and discrimination	1, 5, Appendix 1, 2, 3
Social workers advocate for human rights and social and economic justice	1, 5, 12
Social workers engage in practices that advance social and economic justice	1, 5, 12





## CSWE's Core Competencies Practice Behaviors Coverage in this Text

Practice Behavior	Chapter
<b>Research Based Practice (2.1.6)</b>	
Social workers use practice experience to inform scientific inquiry	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
Social workers use research evidence to inform practice	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
<b>Human Behavior (2.1.7)</b>	
Social workers utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	2, 4, 5, 9, 10, 13
Social workers critique and apply knowledge to understand person and environment.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
<b>Policy Practice (2.1.8)</b>	
Social workers analyze, formulate, and advocate for policies that advance social well-being	1, 2, 10, 12, 14
Social workers collaborate with colleagues and clients for effective policy action	1, 2, 10, 12, 14
<b>Practice Contexts (2.1.9)</b>	
Social workers continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Social workers provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	2, 4, 11, 12, 14
<b>Engage, Assess Intervene, Evaluate (2.1.10 (a)–(d))</b>	
<b>A) ENGAGEMENT</b>	
Social workers substantively and effectively prepare for action with individuals, families, groups, organizations, and communities	6, 7, 8
Social workers use empathy and other interpersonal skills	3, 4, 5, 6, 7, 8, 9, 10, 11, 13
Social workers develop a mutually agreed-on focus of work and desired outcomes	4, 6, 7
<b>B) ASSESSMENT</b>	
Social workers collect, organize, and interpret client data	8, 9, 10, 11, 12, 14
Social workers assess client strengths and limitations	1, 8, 9, 10, 11, 12
Social workers develop mutually agreed-on intervention goals and objectives	6, 7, 8
Social workers select appropriate intervention strategies	8, 9, 10, 11, 12, 13
<b>C) INTERVENTION</b>	
Social workers initiate actions to achieve organizational goals	2, 6, 7, 8, 9, 10, 11, 12
Social workers implement prevention interventions that enhance client capacities	7, 9, 10, 11, 12
Social workers help clients resolve problems	2, 7, 9, 10, 11, 12, 13
Social workers negotiate, mediate, and advocate for clients	2, 7, 11, 12
Social workers facilitate transitions and endings	13
<b>D) EVALUATION</b>	
Social workers critically analyze, monitor, and evaluate interventions	14

# SAMPLE SYLLABUS

[INSERT UNIVERSITY NAME HERE]

[INSERT COURSE NAME HERE]

[INSERT COURSE NUMBER HERE]

Professor:

Office Number/Location:

Office Hours:

Professor Phone:

Professor Email:

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*

- What are the communication/interaction patterns when the group meets: who talks to whom most often? Does the interaction vary by time or topic?
- 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?
- 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?

- l. 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?
- m. 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.

## COURSE OUTLINE

Week	Assignment Type
<b>Week 1</b>	Text Reading: Chapters 1 & 2 Chapter Assignment(s):
<b>Week 2</b>	Text Reading: Chapter 3 Chapter Assignment(s):
<b>Week 3</b>	Text Reading: Chapter 4 Chapter Assignment(s):
<b>Week 4</b>	Text Reading: Chapter 15 Chapter Assignment(s):
<b>Week 5</b>	Text Reading: Chapters 5 & 6 Chapter Assignment(s):
<b>Week 6</b>	Text Reading: Chapter 7 Chapter Assignment(s):
<b>Week 7</b>	Text Reading: Chapter Assignment(s):
<b>Week 8</b>	Text Reading: Chapter 8 Chapter Assignment(s):
<b>Week 9</b>	Text Reading: Chapter 9 Chapter Assignment(s): Mid-term paper due today



<b>Week 10</b>	Text Reading: Chapter Assignment(s):	Chapters 10
<b>Week 11</b>	Text Reading: Chapter Assignment(s):	Chapter 11 Presentations
<b>Week 12</b>	Text Reading: Chapter Assignment(s):	Chapter 12 Presentations
<b>Week 13</b>	Text Reading: Chapter Assignment(s):	Chapter 13 Presentations
<b>Week 14</b>	Text Reading: Chapter Assignment(s):	Chapter 14
<b>Week 15</b>	Text Reading: Chapter Assignment(s):	Final Paper due
<b>Week 16</b>	Text Reading: Chapter Assignment(s):	

## **UNIVERSITY/COLLEGE POLICIES AND ETHICS**

[INSTRUCTOR: Insert Your University's Academic Policies]



# **CHAPTER 1**

## **Introduction**

### **CHAPTER SUMMARY**

This chapter introduces students to social group work practice and provides them with a broad framework and overview for working with treatment and task groups. The chapter begins with an overview of the organization of the book and the generalist practice perspective for working with the wide array of groups professional social workers participate in and lead in community and institutional settings. This is followed by a description of the historical and current values and ethics that govern social group work practice. Readers are referred to Appendix A1, A2 and A3 that contain guidelines for ethical group work practice available from the three major group work associations; the American Group Psychotherapy Association, the Association for Specialists in Group Work, and the Association for the Advancement of Social Work with Groups. After presenting a definition of group work practice that is compatible with generalist social work practice perspective, the chapter distinguishes between formed and natural groups and treatment and task groups and presents the advantages and disadvantages of working in treatment and task groups as compared to individual efforts. To illustrate the breadth and depth of social group work practice the chapter concludes with comprehensive typologies of treatment and task groups.

### **CSWE COMPETENCIES FOUND IN THIS CHAPTER**

Ethical Practice  
Research Based Practice  
Policy Practice  
Engage, Assess, Intervene, Evaluate

### **LEARNING OBJECTIVES**

- To introduce students to social group work practice
- To place social group work practice within a generalist practice framework
- To define social group work practice
- To distinguish practice with natural and formed groups
- To highlight that social group work practice encompasses work with both treatment and task groups
- To contrast the advantages and disadvantages of working with individuals and groups
- To provide a comprehensive overview of practice with different types of treatment and task groups

## **CHAPTER OUTLINE**

### **ORGANIZATION OF THE TEXT**

#### **THE FOCUS OF GROUP WORK PRACTICE**

Group Work Practice

#### **VALUES AND ETHICS IN GROUP WORK PRACTICE**

Practice Values

American Values

Group Work Values

Four Key Values

Practice Ethics

Ethical Principles

#### **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 of Group Treatment

Advantages and Disadvantages of Task Groups

#### **A TYPOLOGY OF TREATMENT AND TASK GROUPS**

Group Work Purposes

#### **TREATMENT GROUPS**

Support Groups

Educational Groups

Growth Groups

Therapy Groups

Socialization Groups

Self-Help Groups

## TASK GROUPS

Groups to Meet Client Needs

Teams

Treatment Conferences

Staff Development Groups

Groups to Meet Organizational Needs

Committees

Cabinets

Boards of Directors

Groups to Meet Community Needs

Social Action Groups

Coalitions

Delegate Councils

## 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 ethnics 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 others 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 member 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 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 or view one of the films listed in Appendix B. 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, 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 of her 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.

Note: The learning group leadership form presented after the model syllabus in the introduction to this manual should be handed out to learning group members during each exercise throughout the semester so they can give anonymous feedback to the volunteer student group leader.

## **ADDITIONAL RESOURCES**

Corey, G., Corey, M. & Callanan, P. (2011). *Issues and ethics in the helping professions* (8<sup>th</sup> ed.) Belmont, Ca., Brooks/Cole.

Garvin, C., Gutterrez, L., & Galinsky, M. (Eds.).(2004). *Handbook of social work with groups*. New York: Guilford.

Fatout, M., & Rose, S. (1995). *Task groups in the social services*. Thousand Oaks, CA: Sage.

Gitterman, A. & Salmon, R. (Eds.) (2009) *Encyclopedia of social work with groups*. New York: Routledge

## ASSESSMENT FOR IN-CLASS USE

The following test questions were developed for in-class use. These questions are not the same as the test questions found on MySocialWorkLab.

Pick the best possible answer from each of the four options provided with each questions.

*Difficulty: 1 = Easy; 2 = Moderate; 3 = Challenging*

### 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

*Answer: C*

*Difficulty: 3*

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

*Answer: D*

*Difficulty: 3*

3. A group whose primary purpose is to help members learn new information and skills is called a (an):
  - a) Growth group
  - b) Education group
  - c) Socialization group
  - d) Therapy group

*Answer: B*

*Difficulty: 2*

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

*Answer: C*

*Difficulty: 2*

5. An interdisciplinary group of professionals planning the discharge of a patient from a mental health facility is an example of a(n):

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

*Answer: C*

*Difficulty: 3*

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

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

*Answer: B*

*Difficulty: 3*

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(n):

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

*Answer: D*

*Difficulty: 3*

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

*Answer: D*

*Difficulty: 3*

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

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

*Answer: A*

*Difficulty: 2*

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

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

*Answer: B*

*Difficulty: 1*

*Competence: Critical Thinking*

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

*Answer: C*

*Difficulty: 1*

*Competence: Critical Thinking*

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

*Answer: C*

*Difficulty: 2*

*Competence: Critical Thinking*

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

*Answer: D*

*Difficulty: 3*

*Competence: Critical Thinking*

14. American values do not include

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

*Answer: D*

*Difficulty: Select One*

*Competence: Ethical Practice*

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

*Answer: C*

*Difficulty: 3*

*Competence: Ethical Practice*

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

*Answer: A*

*Difficulty: 2*

*Competence: Ethical Practice*

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

*Answer: C*

*Difficulty: 3*

*Competence: Critical Thinking*

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

*Answer: C*

*Difficulty: 3*

*Competence: Research Based Practice*

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

*Answer: D*

*Difficulty: 3*

*Competence: Engage, Assess, Intervene, Evaluate*

20. Comparing treatment and task groups does not include
- a) Bond between members
  - b) Roles
  - c) Procedures
  - d) Self identity

*Answer: D*

*Difficulty: 2*

*Competence: Critical Thinking*

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

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

*Answer: A*

*Difficulty: 1*

*Competence: Policy Practice*

22. An example of a formed group is a

- a) Family
- b) Gang
- c) A therapy group
- d) A friendship network

*Answer: C*

*Difficulty: 2*

*Competence: Critical Thinking*

23. Advantages of treatment groups include

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

*Answer: D*

*Difficulty: 1*

*Competence: Research Based Practice*

24. Group work purposes do not include

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

*Answer: D*

*Difficulty: 3*

*Competence: Critical Thinking*



25. The purpose of treatment groups does not include
- a) Self-help
  - b) Socialization
  - c) Treatment conference
  - d) Growth

*Answer: C*

*Difficulty: 3*

*Competence: Critical Thinking*

## **Essay Questions**

1. Explain four ways that treatment and task groups differ.

*Difficulty: 1*

*Competence: Research Based Practice*

2. What kinds of treatment and task groups are most likely to be found in a psychiatric inpatient setting?

*Difficulty: 2*

*Competence: Critical Thinking*

3. Describe what kinds of task groups might influence policy.

*Difficulty: 2*

*Competence: Policy Practice*

4. Attend a meeting of a treatment conference and describe what happens in the group.

*Difficulty: 2*

*Competence: Engage, Assess, Intervene, Evaluate*

5. Describe how you would implement four ethical principals in a treatment group of your choice.

*Difficulty: 3*

*Competence: Ethical Practice*