

YESHIVA UNIVERSITY WURZWEILER SCHOOL OF SOCIAL WORK

SOCIAL GROUP WORK I SWK 6023

FALL 2021

Dr. Sari Skolnik (Sari.Skolnik-Basulto@yu.edu)

COURSE DESCRIPTION

Social Group Work I, a second year, clinical practice course, is designed to educate the student for responsible social work practice with particular competence in the social group work method. It builds upon the knowledge and skills acquired in first year Foundations practice course, and on liberal arts content acquired in undergraduate Psychology and Sociology courses.

The social group work specialization provides students with the knowledge base to develop individual cognitive and behavioral change through small groups. Prevention and rehabilitative practice approaches are taught for dealing with individual social and psychological problems. Emphasis is also on using the group work method for enhancing normal individual growth and development in community and school settings. A major emphasis in the sequence is development of the professional self to assure the evolution of disciplined practice based on purpose, sanction, knowledge, values and skills.

The course is integrated with field learning through case presentations, group simulations and class discussion. Field practice is in a variety of clinical and community settings, such as mental health clinics, substance abuse facilities, hospitals, child welfare agencies, homeless shelters, domestic violence programs, community centers, public schools and settlement houses.

I. COURSE COMPETENCIES

This course addresses Council on Social Work Education Competencies #6, #7, #8, and #9.

Competency #6 is measured with student outcome data.

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

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in the assessment of diverse clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of assessment with diverse clients and constituencies to advance practice effectiveness. Social workers recognize the implications of the larger practice context in the assessment process and value the importance of inter-professional collaboration in this process. Social workers understand how

their personal experiences and affective reactions may affect their assessment and decision-making.

Social workers collect and organize data, and apply critical thinking to interpret information from clients and constituencies;

Social workers 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; and

Social workers develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies; and social workers select appropriate intervention.

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

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers are knowledgeable about evidence-informed interventions to achieve the goals of clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to effectively intervene with clients and constituencies. Social workers understand methods of identifying, analyzing and implementing evidence-informed interventions to achieve client and constituency goals. Social workers value the importance of inter-professional teamwork and communication in interventions, recognizing that beneficial outcomes may require interdisciplinary, inter-professional, and inter-organizational collaboration.

Social workers critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies.

Social workers use inter-professional collaboration as appropriate to achieve beneficial practice outcomes, negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies; and

Social workers facilitate effective transitions and endings that advance mutually agreed-on goals.

Competency 9 –Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations and communities. Social workers recognize the importance of evaluating processes and outcomes to advance practice, policy, and service delivery effectiveness. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge in evaluating outcomes. Social workers understand qualitative and quantitative methods for evaluating outcomes and practice effectiveness. Social workers select and use appropriate methods for evaluation of outcomes. Social workers apply knowledge of human behavior and the social environment, person-in- environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes. Social workers critically analyze, monitor, and evaluate intervention and program processes and outcomes; and social workers apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.

II. COURSE COMPETENCY OUTCOMES Competency #6 is measured with student outcome data.

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

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies; and

Social workers use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.

Competency #6 Measure

Competency Indicator 6A

Substantively and affectively prepare for action with groups.

II. INSTRUCTIONAL METHODS

Learning will occur through a variety of experiences and methods such as lecture, class discussion, experiential exercises, role plays, and presentations from field experience.

III. COURSE EXPECTATIONS AND GRADING

Students are expected to attend all classes and to be on time. Class participation is important and there is an expectation that students will do the required reading specified under each course unit. Grades are largely based on assignments. Each assignment will be weighted as follows: 35% for midterm, 40% for final assignment and 25% for class participation, attendance and completion of assignments on time. Grades are largely based primarily on written assignments.

Texts for the Course

Required:

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

Recommended:

- Gitterman, A. & Shulman, L. (Eds.). (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle*. 3rd Edition. New York: Columbia University Press.
- Malekoff, Andrew (2014). *Group work with adolescents: Principles and practice*. 3rd Edition. Gilford Press.

Note: All required readings are on-line through electronic reserve (ERES). Your instructor will distribute the password and directions to access these readings. Additionally additional course content and assignments will be on CANVAS.

IV. COURSE REQUIREMENTS

Assignment I: Pre-Group Planning-Due Class 7

See details on Canvas

Assignment II: (final) Group Assessment -Due Class 13

See details on Canvas

Competency #6 –Engage with Individuals, Families, Groups, Organizations, and Communities Indicator 6A.

Substantively and affectively prepare for action with groups.

A detailed outline to guide the assessment is attached to this syllabus

V. Students with Disabilities

Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Rochelle Kohn, Beren Campus, (646) 592-4132, rkohn1@yu.edu, Abby Kelsen, Wilf Campus, (646)592-4280, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

VII. PLAGIARISM:

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else's work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action, which may include expulsion.

VIII. HIPAA ALERT:

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

IX. COURSE OUTLINE

UNIT I: INTRODUCTION (SESSION 1)

Learning Themes

This unit covers: Course objectives, content, assignments and grading. As well as expectations for student learning, student interests and expectations, and Identification of the positive and negative effects of groups throughout life on the psychological and social development of the individual and upon society.

Required Readings

- Drumm, K. (2006). The essential power of group work. *Social Work with Groups*, 29(2/3), 17-31.
- Kleinmuntz, J. (2011). On becoming a group worker. *Social Work with Groups*, 34(3-4), 219-232.
- Getzel, G. (2014) I am so glad that I am a group worker. *Social Work with Groups*, 37(4), 272-278
- Gutierrez, L. M., & Ortega, R. (1991). Developing methods to empower Latinos: The importance of groups. *Social Work with Groups*, 14(2), 23-43.
- Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. (Chapter 1).

Recommended Readings

- Steinberg, D.M. (2004). *The mutual-aid approach to working with groups: Helping people to help each other* (2nd edition). New York: The Haworth Press. (Chapter 1).
- Toseland, R.W. & Rivas, R.F. (2005). *Introduction to group work practice* (5th ed.). New York: Allyn & Bacon. (Chapter 1).

Unit II. THE EVOLUTION OF GROUP WORK (SESSIONS 2 - 4)

Learning Themes

This unit covers the historical development of group work within the social work profession. We will examine humanistic values and democratic norms, focus on working with diverse populations, discuss major elements that characterize the group work method, and review the role of the social group worker.

Required Readings:

- Breton, M. (1990). Learning from social group work traditions. *Social Work with Groups*, 13(3), 21-34.

- Cohen, M., & Graybeal, C. (2007). Using solution-oriented techniques in mutual aid groups. *Social Work with Groups*, 30(4), 41-58.
- Coyle, G. (1947). On becoming a professional. *Group experience and democratic values*. New York: The Women's Press. (pp. 81-97).
- Glassman, U. (2008). *Group work: A humanistic and skills building approach* (2nd ed.). Los Angeles, CA: Sage Publications. (Chapters 1 & 2).
- Kurland, R., & Salmon, R. (1992). Group work vs casework in a group: Principles and implications for teaching and practice. *Social Work with Groups*, 15(4), 3-14.
- Lee, J., & Swenson, C. (2005). Mutual aid: a buffer against risk. In A. Gitterman & L. Shulman (Eds.) *Mutual aid groups, vulnerable and resilient populations, and the life cycle* (3rd ed) (pp. 573-596). New York: Columbia University Press.
- Middleman, R. R., & Wood, G. G. (1990). From social group work to social work with groups. *Social Work with Groups*, 13(3), 3-20.
- Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. (Chapter 2 & 3).
- Papell, C. (2015). More than 60 years with social group work: Personal and professional history. *Social Work with Groups*, 38(3-4), 201-219
- Shulman, L. (2005b). Group work method. In A. Gitterman & L. Shulman (Eds.) *Mutual aid groups, vulnerable and resilient populations, and the life cycle* (3rd ed) (pp. 573-596). New York: Columbia University Press.
- Shulman, L. (2005). *The skills of helping individuals, families, groups and communities with infotracs* (5th ed.). Belmont, CA: Wadsworth Publishing Co. (Chapter 8).
- Steinberg, M. (2010). Mutual aid: A contribution to best-practice social work. *Social Work with Groups*, 33(1), 53-68

Recommended Readings

- Birnbaum, M.L., & Auerbach, C. (1994). Group work in graduate social work education: The price of neglect. *Journal of Social Work Education* 30(3), 325-335.

- Carey, L. (2016). Group work education: A call for renewed commitment. *Social Work with Groups*,39(1), 48-61
 - Konopka, G. (1983). *Social group work: A helping process* (3rd ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc. (1-31).
 - Salmon, R., & Graziano, R. (2004). *Group work and aging*. New York: Haworth Press. (pp. 111-126).
- Skolnik, S. (2017) Coming together: Factors that connect social workers to group work practice, *Social Work with Groups*, DOI: [10.1080/01609513.2017.1384948](https://doi.org/10.1080/01609513.2017.1384948)
- Sweifach, J. (2014). Group work education today: A content analysis of MSW group work course syllabi. *Social Work with Groups*,37(1), 8-22
 - Toseland, R.W. & Rivas, R.F. (2005). *Introduction to group work practice* (5th ed.). New York: Allyn & Bacon. (Chapter 1).

Unit III. FORMING A GROUP IN AN AGENCY - (SESSIONS 4 - 5)

Learning Themes

Concepts related to the agency system and function will be reviewed. A focus will be placed on the purposes and diversity of groups in social work practice. The criteria for deciding when groups are the modality of choice in social work practice will be emphasized, as well as issues in working with the staff and agency administrative systems to implement group plans. Selecting the type of group based upon client needs will be reviewed.

Required Readings

- Birnbaum, M.L., Catalina, J., Nisinzweig, S., & Abrams, V. (1989). Institutionalization of a group service in an individual oriented agency. *Social Casework*, 70(8), 495-501.
- Gitterman, A. (2005). Group formation: Tasks, methods and skills. In A. Gitterman & L. Shulman (Eds.) *Mutual aid groups, vulnerable and resilient populations, and the life cycle* (3rd ed) (pp. 73-110). New York: Columbia University Press.
- Kurland, R., & Salmon, R. (2006) Purpose: A misunderstood and misused keystone of group work practice. *Social Work with Groups*, 29(2/3), 105-120.
- Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. (Chapter 5 & 7).

- Shulman, L. (2005). *The skills of helping individuals, families, groups and communities* (5th ed.). Belmont, CA: Wadsworth Publishing Co. (Chapter 9).

Recommended Readings

- Goldberg, E.V., & Simpson, T. (1995). Challenging stereotypes in treatment of the homeless alcoholic and addict: Creating freedom through structure in large groups. *Social Work with Groups, 18*(2/3), 79-93.
- Shopler, J., & Galinsky, M. (1989). Developmental patterns in open ended groups, *Social Work with Groups, 12*(2), 99-114.
- Toseland, R.W. & Rivas, R.F. (2005). *Introduction to group work practice* (5th ed.). New York: Allyn & Bacon. (Chapter 6).

Unit IV: GROUP COMPOSITION: SELECTION AND PREPARATION OF MEMBERS (SESSION 7)

Learning Themes

Principles that apply to group composition, emphasizing the differential process of assessment of individual members in socialization, treatment and task groups. Focus on how information on individuals is used and gathered. Content of group meetings and preparation of group members will be reviewed.

Required Readings

- Gitterman, A., & Wayne, J. (2003). Turning points in a group's life: Using high-tension moments to promote group purpose and mutual aid. *Social Work with Groups, 84*(3), 433- 440.
- Hannah, P.V. (2000). Preparing members for the expectations of social work with groups: An approach to the preparatory interview. *Social Work with Groups, 22*(4), 51-66.
- Lesser, J.G., O'Neill, M., Burke, K., Scanlon, P., Hollis, K., & Miller, R. (2004). Women supporting women: A mutual aid group fosters new connections among women in the middle. *Social Work with Groups, 27*(1), 75-88.
- Manov, O. (1986). The preliminary interview in social group work: Finding the spiral steps. *Social Work with Groups, 9*(2), 21-39.

- Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. (Chapter 6).
- Steinberg, D. (2004). *Mutual-aid approach to working with groups: Helping people help each other*. New York: Haworth Press.

Recommended Readings

- Bildes, D. G. (1990). Race, color, ethnicity, and class: Issues of biculturalism in school based adolescent counseling groups. *Social Work with Groups*, 13(4), 43-58.
- Jagendorf, V., & Malekoff, A. (2000). Groups-on-the go: Spontaneous formed mutual aid groups for adolescents in distress. *Social Work with Groups*, 22(4), 15-32.

Unit V. GROUP DEVELOPMENT - (SESSION 8)

Learning Themes

Studies of group development, and models of group development will be reviewed with a focus on the variations in stages of development with diverse populations.

Required Readings

- Alvarez, A., & Cabbil, L. (2001). The MELD program: Promoting personal change and social justice through a year-long multicultural group experience. *Social Work with Groups*, 24(1), 3-20.
- Garland, J., Jones, H. E., & Kolodny, R. (1976). A model for stages of development in social work groups. In S. Bernstein (Ed.), *Explorations in group work: Essays in theory in practice* (pp. 17-71). Boston: Charles River Books, Inc.
- Glassman, U. (2008). *Group work: A humanistic and skills building approach* (2nd ed.). Los Angeles, CA: Sage Publications. (Chapter 3).
- Middleman, R. (2005). The use of program: Review and update. *Social Work with Groups*, 28(3/4), 29-48.
- Rossi-Berman, T. (1993). The tasks and skills of the social worker across stages of group development. *Social Work with Groups*, 16(1/2), 69-81.
- Seck, M., & Helton, L. (2014). Faculty development of a joint MSW program using Tuckman's model of group development. *Social Work with Groups*, 37 (2), 158-168.

- Stevenson, S. (2007). Group work gets physical: Self-defense class and social work. *Social Work with Groups*, 29(2/3), 195-215.
- Wright, W. (2005). The use of purpose in on-going activity groups: A framework for maximizing the therapeutic impact. *Social Work with Groups*, 28(4), 205-227.

Recommended Readings

- Malekoff, A. (1994). What is going on in there? Question and response. *Social Work with Groups*, 17(1/2), 177-182.
- Schiller, L. Y. (1995). Stages of development in women's groups: A relational model. In R. Kurland & R. Salmon (Eds.), *Group work practice in a troubled society* (pp. 117-138). New York: Haworth Press.
- Schiller, L. Y. (1997). Rethinking stages of development in women's groups: Implications for practice. *Social Work with Groups*, 20(3), 117-138.

Unit VI. THE BEGINNING STAGE OF GROUP DEVELOPMENT (SESSIONS 9 - 10)

Learning Themes

Group characteristics in the beginning stage with a focus on the tasks to be accomplished, as well as the role of the worker, and the elements of contracting.

Required Readings

Birnbaum, M.L., Mason, S.E., Cicchetti, A. (2002). Impact of purposeful sessional endings on both the group and the practitioner. *Social Work with Groups*, 25(4), 3-19.

- Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. (Chapter 12 & 13).
- Rooney, R., & Chovanec, M. (2004). Involuntary groups. In C. Garvin, L. Gutierrez, and M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 212-226). New York: The Guilford Press.
- Shulman, L. (2005). *The skills of helping individuals, families, groups and communities with infotrac* (5th ed.). Belmont, CA: Wadsworth Publishing Co. (Chapters 10 & 11).
- Toseland, R.W. & Rivas, R.F. (2005). *Introduction to group work practice* (5th ed.). New York: Allyn & Bacon. (Chapter 6).

Recommended Readings

- Caplan, T., & Thomas, T. (2003). If this is week three we must be doing 'feelings': An essay on the importance of client-paced group work. *Social Work with Groups*, 26(3) 5-17.
- Ryan, D., & Doubleday, E. (1995). Group work: A lifeline for isolated elderly. *Social Work with Groups*, 18(2/3), 65-78.
- Solane, C. (2003). How Did We Get Here? The importance of sharing with members the reasons for a group's formation and the history of its development. *Social Work with Groups*, 26(2), 35-49.

Unit VII. THE MIDDLE STAGE – POWER & CONTROL - (SESSIONS 11 - 12)

Learning Themes

Group characteristics during the middle stage will be discussed. A focus will be placed on worker attitude toward group conflict, and the role of the worker during the conflict stage. Principles for working with group conflict will be reviewed, and the relevance of ethnic, gender and age factors within this stage will be discussed.

Required Readings

- Damant, D., Roy, V., Chbat, M., Bedard, A., & Lebosse, C. (2014). A mutual aid group for women who use violence. *Social Work with Groups*, 37(3), 198-212.
- Glassman, U. (2008). *Group work: A humanistic and skills building approach* (2nd ed.). Los Angeles, CA: Sage Publications. (pp.169-192).
- Hyde, B. (2013). Mutual aid group work: Social work leading the way to recovery-focused mental health practice. *Social Work with Groups*, 36(1), 43-88
- Kurland, R., & Salmon, R. (1997). When worker and member expectations collide : The dilemma of establishing group norms in conflictual situations. In A. Alissi & C.G. Corto
- Mergins, (Eds.), *Voices from the field: Group work responds* (pp. 43-53). New York: Haworth Press.
- Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. (Chapter 9).
- Reid, K. E. (1997). Conflict management in group treatment: Get out if my face, you S.O.B. In J. K. Perry (Ed.) *From prevention to wellness through group work* (pp. 61-75). New York: Haworth Press.

- Steinberg, D.M. (2004). *The mutual aid approach to working with groups: Helping people help one another* (2nd ed.). Binghamton, NY: Haworth Press. (Chapter 1).
- Sweifach, J. (2015). Has group work education lost its social group work essence? A content analysis of MSW course syllabi in search of mutual aid and group conflict. *Journal of Teaching in Social Work, 35*(3). 279-295.

Recommended Readings

- Brown, A., & Mistrey, T. (1994). Group work with mixed membership groups: Issues of race and gender. *Social Work with Groups, 17*(3), 5-21.
- Hagen, B. (1983). Managing conflict in all-women groups. *Social Work with Groups, 6*(3/4), 95-104.
- Henry, S. (1992). *Group skills in social work: A four-dimensional approach*. Pacific Grove, CA: Brooks/Cole. (pp.127-159).
- Hickle, K. (2014). Putting the pieces back together: A group intervention for sexually exploited adolescent girls. *Social Work, 37*(2), 99-113.
- Mondros, J. B., Woodraw, R., & Weinstein, L. (1992). The use of groups to manage conflict. *Social Work with Groups, 15*(4), 43-57.

Unit VIII. MUTUALITY AND WORK (SESSION 13 - 14)

Learning Themes

The problem solving process will be explored. Creating a group assessment and working with individuals in the group will be discussed. The use of activities in a group will be emphasized.

Required Readings

- Fuchsel, C. (2014). Exploratory evaluation of si, yo puedo: A culturally competent empowerment program for immigrant Latina women in group settings. *Social Work with Groups, 37*(4), 279-296.
- Glassman, U. (2008). *Group work: A humanistic and skills building approach* (2nd ed.). Los Angeles, CA: Sage Publications. (Chapter 9).
- Malekoff, A. (1997). *Group work with adolescents: Principles and practice*. New York: Guilford (pp 146-165).

- Malekoff, A. (2016). Linear paths and circuitous detours in group work with adolescents. *Social Work with Groups*, 39(1), 35-47.
- Northen, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. (Chapter 11 & 4).
- Shulman, L. (2005). *The skills of helping individuals, families, groups and communities with infotrac* (5th ed.). Belmont, CA: Wadsworth Publishing Co. (Chapters 4, 11, & 12).

Recommended Readings

- Brown, L. N. (1991). *Groups for growth and change*. New York: Longman. (pp. 189-217).
- Getzel, G. S. (1983). Poetry writing groups and the elderly: A reconsideration of art and social group work. *Social Work with Groups*, 6(1), 65-76.
- Lynn M., & Nisivoccia, D. (1995). Activity-oriented group work with the mentally ill: Enhancing socialization. *Social Work with Groups*, 18 (2/3), 95-106.
- Middleman, R. (2005). The use of program: Review and update. *Social Work with Groups*, 28(3/4), 29-48.
- Powell, T., & Blanchet-Cohen, N. (2014). The journey of hope: A group work intervention with children who have experienced a collective trauma. *Social Work with Groups*, 37(4), 297-313
- Wayne, J., & Weeks, K. K. (1984). Group work with abused adolescent girls: A special challenge. *Social Work with Groups*, 7(4), 83-104.

Outline for Group Assessment

The following concepts are useful in understanding how the group as a whole is functioning. The questions help to focus the assessment.

Group Purpose

Purpose expresses the common need problem or interest that brings the members together and how the group will be of help. It is a process of clarification that continues throughout group development.

1. Is the group purpose clear to the worker, agency and members?

2. Is there congruence between the worker and members' perception of group purpose?
3. Have the members shared their goals and expectations as part of the shaping of group purpose?
4. Does the group continue to refer to its purpose or has the purpose stated at the beginning, been forgotten?

Social Interaction

Through interaction the members influence each others attitudes and behavior and accomplish group goals.

1. Is there active participation by the members or is the discussion dominated by certain members?
2. Are the members communicating with one another or does the interaction tend to be between the members and the worker?
3. Do the members share their conscious thoughts and feelings about the group or do they avoid open and honest communication with the worker and one another?
4. Do the members listen to one another or are interruptions prevalent? If interruptions are occurring who interrupts whom?

Relationship

The positive and negative feelings the members have for one another affect the group process and the achievement of individual group goals.

1. Are members regarded favorably by the group or are there individuals who are rejected?
2. What factors influence the attraction and repulsion among member?
3. Do members recognize their interdependence and reach out to help one another?
4. Do members regard one another objectively or do stereotypes exist based on such characteristics as: race, religion, sexual orientation, gender, social class and appearance.

Roles

Members perform various informal and formal roles in their interaction with each other. Informal roles express individual and dual needs as well as the expectations of others while formal roles are designated positions related to the purpose and structure of the group.

1. What are the variety of informal roles performed by individual members?
2. Are the roles constructive for the individual in the role and for the group or are there roles that are destructive for the individual and the group?
3. Are any individuals stereotyped in their roles by the group so that it is hard to alter their role behavior?

4. Are there formal or informal roles needed by the group to achieve its goals that are not being performed?

Norms

Norms express standards of behavior to which the members of a group expect one another to meet. Norms differ from rules which are externally imposed on the group by the worker or agency. They develop from social interaction and provide stability and control. Norms may help or hinder the group. The following questions express humanistic values and democratic norms providing the foundation for the practice of social group work.

1. Does the group value the contributions of all of its members regardless of such factors as race, sexual orientation, class, ethnicity, age, gender?
2. Is there a norm for the inclusion of socially and culturally diverse individuals rather than for exclusion?
3. Does the group allow expression and experimentation with new ideas and behaviors?
4. Are member interactions based on caring and helping?
5. Do all members, rather than only a few, take responsibility for the group through collective decision making?

Conflict

Differences among the members are a natural part of the group process and essential for group development and change. The ways in which members recognize and manage conflict is crucial to group functioning and survival.

1. Does the group accept conflict as a group process that is beneficial as a means of resolving differences?
2. Does the group allow for a full-and open discussion of differences rather than prematurely seeking resolution?
3. Are the ideas and opinions of all group members solicited in the resolution of conflict?
4. Is there sufficient closure to insure that the conflict is satisfactorily resolved by the members?

Group Cohesion

Cohesion refers to the attraction the members have for one another, the worker and the group as an entity. The more cohesive the group the greater is its influence on the members. The following attributes are signs of group cohesion.

1. Regularity-of attendance and punctuality predominate, especially in groups in which membership is voluntary
2. Members feel that they belong, as evidenced by knowing who are members and differentiating themselves from nonmembers.

3. Members increase their expressions of "we" feelings, symbolizing identification of members with each other and with the group entity.
4. Relationships among members become accepting, interdependent, and intimate.
5. Members become highly invested in their participation in the content of the group experience.
6. Members express verbally their satisfaction with being a member of the group and with the way it operates.
7. The social climate is characterized by spontaneity, informality, and appropriate self-disclosure.

BIBLIOGRAPHY

Social Group Work I & II

HISTORICAL ORIGINS OF SOCIAL GROUP WORK

Berman-Rossi, T. (1992). Empowering groups through understanding stages of group development. *Social Work with Groups, 15*(2/3), 239-255.

Berman-Rossi, T. (1994). *Social Work: The collected writings of William Schwartz*. Itasca, Ill: Peacock Press.

Breton, M. (1990). Learning from social group work traditions. *Social Work with Groups, 13*(3), 21-34.

Coyle, G. (1980). Education for social action. In A. S. Alissi (Ed.), *Perspectives on social group work practice: A book of readings* (pp. 83-92). New York: The Free Press.

Dewey, J. (1939). Education and social change. In J. Lieberman (Ed.), *New Trends in Group Work* (pp. 15-26), New York: Association Press.

Konopka, G. (1983). *Social group work: A helping process*. Englewood Cliffs, New Jersey: Prentice Hall (Chapter I).

Middleman, R. (1982). *The non-verbal method in working with groups*. Hebron, CT: Practitioners Press.

Toseland, R.W., & Rivas, R.F. (2005). Understanding group dynamics. *An introduction to group work practice* (5th ed.) (pp. 64-84). Boston: Allyn and Bacon (Chapter 2).

Wilson, G. (1976). From practice to theory: A personalized history. . In R.W. Roberts & H. Northern (Eds.), *Theories of social work with groups* (pp.1-44). New York: Columbia University Press.

KNOWLEDGE BASE FOR SOCIAL GROUP WORK PRACTICE

Bernstein, S. (1976). Values and group work. In S. Bernstein (Ed.), *Further explorations in group work* (pp. 72-106). Boston: Charles River Books.

Bertcher, H.J. (1979). *Group participation: Techniques for leaders and members*. Beverly Hills, California: Sage Publications.

Breton, M. (2004). An empowerment perspective. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 58-75). New York and London: The Guilford Press.

Garland, J., Jones, H., & Kolodny, R. (1976). A model of stages of group development in social work groups. In S. Bernstein (Ed.), *Explorations in group work* (pp. 17-71). Boston, MA: Charles River Books.

Gitterman, A. (1985/86). The reciprocal model: A change in the paradigm. *Social Work with Groups*, 8(4), 29-36.

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

Gold, J.A. (1981). Incorporating cognitive behavioral techniques into a traditional group work model. *Social Work with Groups*, 4(3/4), 79-89.

Goldberg, E.V., & Simpson, R. (1995). Challenging stereotypes in treatment of the homeless alcoholic and addict: Creating freedom through structure in large groups. *Social Work with Groups*, 18 (2/3), 79-73.

Gutman, C., & Shennar-Golan, V. (2012). Instilling the soul of group work in social work education. *Social Work with Groups*, 35(2), 138-149

Greif, G. L., & Ephross, P. H. (2005). *Group work with populations at risk* (2nd ed.), NY: Oxford University Press.

Hare, A.P., Borgatta, E.P., & Bales, R.F. (1955). *Small groups: Studies in social interaction*. New York: Alfred A. Knopf.

Homans, G.C. (1950). *The human group*. New York: Harcourt Brace Janowitz. Kleinmuntz, J. (2011). On becoming a group worker. *Social Work with Groups*, 34(3/4),

219-232.

Lang, N. (2004). Concurrent interventions in multiple domains: The essence of social work with groups. *Social Work with Groups*, 27(1), 35-52.

Lee, J., & Swenson, C. (2005). Mutual aid: a buffer against risk. In A. Gitterman & L. Shulman (Eds.), *Mutual aid groups, vulnerable and resilient populations, and the life cycle* (3rd Edition) (pp. 573-596). New York: Columbia University Press.

Middleman, R.R. (1978). Returning group process to group work. *Social Work with Groups*, 1(1), 15-26.

Middleman, R.R., & Wood, G.G. (1990). From social group work to social work with groups. *Social Work with Groups*, 13(3), 3-20.

Moore, E. E., & Starkes, A. J. (1992). The group-in-institution as the unit of attention: Recapturing and refining a social work tradition. *Social work with Groups*, 15(2/3), 171-192.

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

Olmstead, M.S. (1979). *The small group*. New York: Random House.

Papell, C., & Rothman, B. (1980). The main stream model. *Social Work with Groups*, 3(2), 5-23.

Pernell, R. B. (1986). Empowerment and social group work. In M. Parnes (Ed.), *Innovations in*

Social Group Work: Feedback from Practice to Theory (pp. 107-117). New York: Haworth Press.

Roffman, R. (2004). Psychoeducational groups. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.),

Handbook of social work with groups (pp. 160-175). New York and London: The Guilford Press.

Rose, S. (2004). Cognitive-behavioral group work. In C. Garvin, L. Gutierrez, & M. Galinsky

(Eds.), *Handbook of social work with groups* (pp. 111-136). New York and London: The Guilford Press.

Saulnier, C. F. (2000). Incorporating feminist theory into social work practice. *Social Work with Groups*, 23(1), 5-29.

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

Schopler, J. H., & Galinsky, M. J. (1981). When groups go wrong. *Social Work*, 26(5), 424-429.

Schwartz, W. (1971). On the use of groups in social work practice. In Schwartz, W. & Zalba, S.

(Eds.), *The practice of group work* (pp. 3-24). New York: Columbia University Press.

Schwartz, W. (1976). Between client and system: The mediating function. In R.W. Roberts & H. Northen (Eds.), *Theories of social work with groups* (pp.171-197). New York: Columbia University Press.

Steinberg, D. M. (2004). *The mutual aid approach to working with groups*. New York: Haworth Press.

Steinberg, D. M. (2006). The art, science, heart, and ethics of social group work: Lessons from a great teacher. *Social Work with Groups*, 29(2/3), 33-45.

Thelen, H.H. (1954). *Dynamics of groups at work*. Chicago: The University of Chicago Press.

Toseland, R.W., & Rivas, R.F. (2005). Understanding group dynamics. *An introduction to group work practice* (5th ed.) (pp. 64-84). Boston: Allyn and Bacon. (Chapter 3).

PRE-GROUP PLANNING AND GROUP FORMATION

Bertcher, H.J., & Maple, F. (1974). Elements and issues in group composition. In P. Glasser, R. Sarri, & R. Vinter (Eds.), *Individual change through small groups* (pp 186-208). New York: Free Press.

Birnbaum, M., Catalina, J., Nisinzweig, S., & Abrams, V. (1989). Institutionalization of a group service in an individual-oriented agency. *Social Casework*, 70(8), 495-501.

Garvin, C. (1996). *Contemporary Group Work* (3rd Edition). Englewood Cliffs, NJ: Prentice Hall. (Chapter 3).

Gitterman, A. (1994). Developing a new group service: Strategies and skills. In A. Gitterman & L. Shulman, (Eds.), *Mutual aid groups, vulnerable populations, and the life cycle* (pp 195-209). New York: Columbia University Press.

Hannah, P.J. (2000). Preparing members for the expectations of social work with groups: An approach to the preparatory interview. *Social Work with Groups*, 22(4), 51-66.

Indelicato S. & Goldberg, S. (1995). Harassed and alone: Parents of learning disabled children. In A. Gitterman & L. Shulman (Eds.), *Mutual Aid Groups, Vulnerable Populations and the Life Cycle* (pp. 195-209). New York: Columbia University Press.

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

Kurland, R., Getzel, G., & Salmon, R. (1986) Sowing groups in infertile fields: Curriculum and other strategies to overcome resistance to the formation of new groups," In Marvin Parnes, (Ed.), *Innovations in Social Group Work - Feedback From Practice to Theory* (pp 57- 71). New York: The Haworth Press.

Kurland, R. & Salmon, R. (1998). *Teaching a methods course in social work with groups*. Alexandria: CSWE Press.

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

Levine, M. (1991). Group Work: Antidote to alienation during a time of family transition. *Social Work with Groups*, 14(1), 3-16.

Manor, O. (1986) The preliminary interview in social group work. *Social Work with Groups*, 9(2), 21-39.

Northern, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. (Chapter 6).

Northern, H. (1987) Selection of groups as the preferred modality of practice. In J. Lassner, K. Powell, & E. Finnegan (Eds.), *Social group work: Competence and values in practices* (pp. 19 34). New York: The Haworth Press, Inc.

Rose, S. (2004). Cognitive-behavioral group work. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 111-136). New York and London: The Guilford Press.

Shulman, L. (2005). *The skills of helping individuals, families, groups and communities with infotrac* (5th ed.). Belmont, CA: Wadsworth Publishing Co. (Chapter 9).

Toseland, R.W., Jones, L., & Gellis, Z. (2004). Group dynamics. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 13-31). New York and London: The Guilford Press.

BEGINNING STAGE

Behroozi, C.S. (1992). A model for social work with involuntary applicants in groups. *Social Work with Groups*, 15(2/3), 223-238.

Garvin, C.D. (1996). *Contemporary group work* (3rd Ed.). Boston: Allyn and Bacon. (Chapter 4).

Henry, S. (1981). *Group skills in social work*. Itasca, IL: F.E. Peacock. (Chapter 3) Klein, A.F. (1972). *Effective group work*. Hebron, CT: Practitioners Press. (Chapter 2).

Lonergan, E.C. (1985). Group intervention: How to begin and maintain groups in medical and psychiatric settings. New York: Jason Aronson. (Chapter 7).

Northern, H., & Kurland, R. (2001). Social work with groups (3rd ed.). New York: Columbia University Press. (Chapters 12 & 13).

Seabury, B.A. (1976). The contract: Uses, abuses and limitations. *Social Work*, 21(1), 16-21.

Shulman, L. (2005). The skills of helping individuals, families, groups and communities with infotrac (5th ed.). Belmont, CA: Wadsworth Publishing Co. (Chapters 2, 3, 8, 9, 10).

Toseland, R.W., & Rivas, R.F. (2005). Understanding group dynamics. An introduction to group work practice (5th ed.) (pp. 64-84). Boston: Allyn and Bacon (Chapter 1).

MIDDLE STAGE

Bernstein, L. (1976). Conflict and group work. In S. Bernstein (Ed.), *Explorations in group work* (72-106). Boston: Charles River Books.

Garland, J.A., & Kolodny, R.L. (1976). Characteristics and resolution of scapegoating. In S. Bernstein (Ed.), *Further Explorations in Group Work*. Boston: Charles River Books.

Garvin, C.D. (1996). *Contemporary group work* (3rd Ed.). Boston: Allyn and Bacon. (Chapter 5).

Glassman, U., & Kates, L. (1983). Authority themes and worker group transactions. *Social Work With Groups*, 6(2), 33-52.

Glassman, U. and Kates, L. (1986). Techniques of social group work. *Social Work with Groups*, 9 (1), 9-38.

Hagen, B. (1983). Managing conflict in all-women groups. *Social Work with Groups*, 6(3/4), 95-104.

Lowy, L. (1976). Decision-making and group work. In S. Bernstein (Ed.), *Further explorations in group work* (pp. 107-136). Boston: Charles River Books.

Mondros, J.B., Woodrow, R., & Weinstein, L. (1992). The use of groups to manage conflict. *Social Work with Groups*, 15(4), 43-57.

Northern, H., & Kurland, R. (2001). Social work with groups (3rd ed.). New York: Columbia University Press. (Chapters 8, 9,13).

Seitz, M. (1985). A group history: From mutual aid to helping others. *Social Work with Groups*, 8 (1), 41-54.

Shulman, L. (2005). The skills of helping individuals, families, groups and communities with infotrac (5th ed.). Belmont, CA: Wadsworth Publishing Co. (Chapters 4 & 11).

Steinberg, D. M. (1993) . Some findings from a study on the impact of group work education on social work practitioners' work with groups. *Social Work with Groups*, 16(3), 23-39.

Wayne, J., & Weeks, K. (1984). Group work with abused adolescent girls: A special challenge. *Social Work with Groups*, 7(4), 83-104.

ENDINGS/TERMINATION

Birnbaum, M., & Cicchetti, A. (2000). The power of purposeful sessional endings in each group encounter. *Social Work with Groups*, 23(3), 37-52.

Birnbaum, M., Mason, S., & Cicchetti, A. (2002). Impact of purposeful sessional endings on both the group and the practitioner. *Social Work with Groups*, 25(4), 3-19.

Garvin, C. (1996). *Contemporary Group Work* (3rd Edition). Englewood Cliffs, NJ: Prentice Hall. (Chapter 10).

Heap, K. (1985) *The practice of social work with groups: A systematic approach*. New York: Routledge. (Chapter 12).

Klein, A.F. (1972). *Effective group work*. Hebron, CT: Practitioners Press. (Chapter 2).

Mayadas, N., & Glasser, P. (1981). Termination: A neglected aspect of social group work. *Social Work with Groups*, 4(2), 193-204.

Northern, H., & Kurland, R. (2001). *Social work with groups* (3rd ed.). New York: Columbia University Press. (Chapter 15).

Wayne, J., & Avery, N. (1979). Activities as a tool for group termination. *Social Work*, 24(1), 58-62.

PRACTICE WITH DIFFERENT POPULATIONS

MUTUAL AID, SUPPORT, SELF HELP GROUPS

Brown, L. N. (1986). Mobilizing community services for adolescents in trouble. *Social Work with Groups*, 9(1), 107-119.

Calhoun, G. B., Bartolomucci, C.L., & McLean, B.A. (2005). Building connections with female adolescent offenders. *Women & Therapy*, 28, 17-29.

Casey, R.D., & Cantor, L. (1983). Group work with hard-to-reach adolescents: The use of member initiated program selection. *Social Work with Groups*, 6(1), 9-22.

Cusicanqui, M., & Salmon, R. (2004). Seniors, small fry and song: A group work libretto of an intergenerational singing group. *Journal of Gerontological Social Work*, 44(1/2), 189-210.

Dorrow, N. R., & Lynch, M. T. (1983). The use of photography activities with adolescent groups. *Social Work with Groups*, 6(1), 77-83.

Hurley, D. J. (1984). Resistance and work in adolescent groups. *Social Work with Groups*, 7(4), 71-81.

Irizzary, C., & Appel, Y.H. (1994). In double jeopardy: Preadolescents in the inner city. In A. Gitterman & L. Shulman (Eds.), *Mutual Aid Groups, Vulnerable Populations and the Life Cycle* (pp. 119-149). New York: Columbia University Press.

Levy, R. (2011). Core themes in a support group for spouses of breast cancer patients. *Social Work with Groups*, 34(2), 141-157.

Malekoff, A. (1984). Socializing preadolescents into the group culture. *Social Work with Groups*, 7(4), 7-19.

Malekoff, A. (1994). A guideline for group work with adolescents. *Social Work with Groups*, 17(1/2), 5-19.

Malekoff, A. (1997). *Group work with adolescents: Principles and Practice*. New York: The Guildford Press.

243

McFerran-Skewes, K. (2004). Using songs with groups of teenagers: How does it work? *Social Work with Groups*, 27(2/3), 143-157.

Moyse-Steinberg, D. (1990). A model for adolescent pregnancy prevention through the use of small groups. *Social Work with Groups*, 13(2), 57-68.

Ruffolo, M.C., Kahn, M.T., & Evans, M.E. (2006). Developing a parent-professional team leadership model in group work: Work with families and children experiencing behavioral and emotional problems. *Social Work*, 51(1), 39-47.

Schinke, S.P., Blythe, B.J., & Gilchrist, L.D. (1981). Primary prevention of adolescent pregnancy. *Social Work with Groups*, 4(1/2), 121-135.

Walsh-Burke, K., & Scanlon, P. (2000) Beyond reviving Ophelia: Groups for girls 12-14 and women who care about them. *Social Work with Groups*, 23(1), 71-81.

CHILDREN

Block, J., & Margolis, J. (1994). Feelings of shame: Siblings of handicapped children. In A. Gitterman & L. Shulman (Eds.), *Mutual Aid Groups, Vulnerable Populations and the Life Cycle* (pp. 97-116). New York: Columbia University Press.

Fatout, M.F. (1987). Groups work with severely abused and neglected latency age children: Special needs and problems. *Social Work with Groups*, 10 (4), 5-19.

Fatout, M.F. (1995). Using limits and structures for empowerment of children in groups. *Social Work with Groups*, 17(4), 55-69.

Finzi, R. & Strange, D. (1997). Short term groups intervention as a means of improving the adjustment of children of mentally ill parents. *Social Work with Groups*, 20(4), 69-80.

Garland, J. A., & West, J. (1984). Differential assessment and treatment of the school age child: Three groups' approaches. *Social Work with Groups*, 7(4), 57-70.

Kolodny, R. L. (1984). Get'cha after school: The professional avoidance of boyhood realities. *Social Work with Groups*, 7(4), 21-37.

Malekoff, A. (2004). Strengths-Based Group Work with Children and Adolescent. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 93-110). New York: The Guilford Press.

Malekoff, A. (2016). Linear paths and circuitous detours in group work with adolescents. *Social Work with Groups*, 39(1), 35-47.

Pennell, J., & Anderson, G. R. (2005) *Widening the circle: The practice and evaluation of family group conferencing with children, youths, and their families*. Washington, DC : NASW Press.

Rittner, B. (2004). Group work in child welfare. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 93-110). New York: The Guilford Press.

Zayas, L.H., & Lewis, B.H. (1986). Fantasy role-playing for mutual aid in children's groups: A case illustration. *Social Work with Groups*, 9(1), 53-66.

Woke, B.V.(2000). The power of group work with youth: Creating activists of the future. *Social Work with Groups*, 22(4), 3-13.

OLDER ADULTS

Berman-Rossi, T. (1994) The fight against hopelessness and despair. In A. Gitterman & L. Shulman, (Eds.), *Mutual aid groups, vulnerable populations, and the life cycle* (pp. 385-413). New York: Columbia University Press.

Blick, A. N., & Peck, C. K. (1987). Caring for caregivers of the elderly: A group approach to families under stress. In J. Lassner, K. Powell, & E. Finnegan (Eds.), *Social group work: Competence and values in practices* (pp. 151-163). New York: The Haworth Press, Inc.

Campbell, R. (2004). Groups for older adults. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 93-110). New York: The Guilford Press.

Cox, E.O. (1988). Empowerment of the low-income elderly through group work. *Social Work with Groups*, 11(4), 111-125.

Gardella, L.G. (1985). The neighborhood group: A reminiscence group for the disoriented old. *Social Work with Groups*, 8(2), 43-52.

Guida, F., Unterbach, A., Tavalacci, J., & Provet, P. (2004). Residential substance abuse treatment for older adults: An enhanced therapeutic community model. *Journal of Gerontological Social Work*, 44(1/2), 95-109.

Kelly, T.B. (1999). Advancing stages of groups development theory: the case of institutionalized older persons. *Social Work with Groups*, 22(2/3), 119-138.

Kirsh, E., & Edelson, J. S. (1986). Collectivities in a minimal care residential setting: The residents' floor meeting. *Social Work with Groups*, 9(4), 81-89.

McCallion, P., & Toseland, R. W. (1995). Supportive group interventions with caregivers of frail older adults. *Social Work with Groups*, 18(1), 11-25.

Ryan, D., & Doubleday, E. (1995). Group work: A lifeline for isolated elderly. *Social Work with Groups*, 18(2/3), 65-78.

Saul, S., & Saul, S. R. (1990). The application of joy in group psychotherapy for the elderly. *International Journal of Group Psychotherapy*, 40(3), 353-363.

Scharlack, A.E. (1989). Social group work with the elderly: A role theory perspective. *Social Work with Groups*, 12(3), 33-45.

Scharlack, A.E. (1985). Social group work with institutionalized elders: A task-centered approach. *Social Work with Groups*, 8(3), 33-46.

Schwartzben, S.H. (1989). The 10th floor family support group: A descriptive model of the use of a multi-family group in a home for the aged. *Social Work with Groups*, 12(1), 41-54.

Singer, C., Wells, L., Basu, R., Szewczyk, L., & Polgar, A. (1988). Social action oriented groups in institutions for the elderly: A theoretical framework. In M. Leiderman, M. L. Birnbaum, & B. Dazzo, (Eds.), *Roots and New Frontiers in Social Group Work* (pp. 171-191). New York: Haworth Press.

Stabler, N. (1981). The use of groups in day centers for older adults. *Social Work with Groups*, 9(4), 45-58.

Toseland, R., Sherman, E., & Blevin, S. (1981). The comparative effectiveness of two group work approaches for the development of mutual support groups among the elderly. *Social Work with Groups*, 4(2), 137-153.

Wasow, M. (1986). Support groups for family caregivers of patients with Alzheimer's Disease. *Social Work*, 31(2), 93-103.

ETHICS AND VALUES

Getzel, G. (1978). A value base for interactionist practice: A proposal. *The Social Worker*, 46(4), 116-120.

Gumpert, J., & Black, P. (2006). Ethical issues in group work: What are they? How are they managed? *Social Work with Groups*, 29(4), 93-99.

Konopka, G. (1978). The significance of social group work based on ethical values.

Social Work with Groups, 1(2), 123-131.

Northern, H. (2004). Ethics and values in group work. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 76-90). New York and London: The Guilford Press.

Sullivan, N., Mesbur, E.S., Lang, N.C., Goodman, D., & Mitchell, L. (2003). *Social work with groups: Social justice through personal, community, and societal change*. New York: Hawthorne Press.

ETHNIC DIVERSITY

Acosta, F.S., & Yamamoto, J. (1984). The utility of group work practice for Hispanic Americans. *Social Work with Groups*, 7(3), 63-73.

Brower, A.M., Garvin, C.D., Hobson, J., Reed, B.G., & Reed, H. (1987). Exploring the effects of leader gender and race on group behavior. In J. Lassner, K. Powell, & E. Finnegan (Eds.), *Social group work: Competence and values in practices* (pp. 129-148). New York: The Haworth Press, Inc.

Brown, A. & Mistry, M.J. (2005). Group work with 'mixed membership' groups: Issues of race and gender. *Social Work with Groups*, 28(3), 133-148.

Brown, J.A. (1984). Group work with low-income black youths. *Social Work with Groups*, 7(3), 111-124.

Chau, K.L. (1992). Needs assessment for group work with people of color: A conceptual formulation. *Social Work with Groups*, 15(2/3), 53-66.

Chu, J., & Sue, S. (1984). Asian/Pacific-Americans and group practice. *Social Work with Groups*, 7(3), 23-36.

Cochran, D.L. (1997). African American fathers focus on the family: A group approach to increasing visibility in research. *Social Work with Groups*, 20(3), 75-88.

Davis, L.E. (1980). Racial balance - A psychological issue: A note to group workers. *Social Work with Groups*, 3(2), 75-85.

Davis, L.E. (1984). Essential components of group work with Black Americans. *Social Work with Groups*, 7(3), 97-109.

Fuchsel, C. (2014). Exploratory evaluation of si, yo puedo: A culturally competent empowerment program for immigrant Latina women in group settings. *Social Work with Groups*, 37(4), 279-296. Miller, J. & Donner, S. (2000). More than just talk: The use of racial dialogue to combat racism.

Social Work with Groups, 23(1), 31-53.

Delgado, M., & Siff, S. S. (1980). A Hispanic adolescent group in a public school setting: An interagency approach. *Social Work with Groups*, 3(3), 73-85.

Delgado, M., & Humm-Delgado, D. (1984). Hispanics and group work: A review of the literature. *Social Work with Groups*, 7(3), 85-96.

Delgado, M. (1983). Activities and Hispanic groups: Issues and suggestions. *Social Work with Groups*, 6(1), 85-96.

Freeman, E. M., & McRoy, R. (1986). Group counseling program for unemployed black teenagers. *Social Work with Groups*, 9(1), 73-89.

Ludwig, K., Imperti, P., Rodriguez, R. & Torrens, A. (2006). Healing trauma and loss through a

- community-based multi-family group. *Social Work with Groups*, 29(4), 45-59.
- Parsons, R.J. (1988). Empowerment for role alternatives for low income minority girls: A group work approach. *Social Work with Groups*, 11(4), 27-45.
- Saino, M. (2003). A new language for groups: Multilingual and multiethnic group work. *Social Work with Groups*, 26(1), 69-82.
- Turner, J. B. (1995). Group work and ethnic diversity. In M.D. Feit, J.H. Ramey, J.S. Wodarski, & A.A. Mann (Eds.), *Capturing the Power of Diversity* (p. 7-17). New York: Haworth Press. *Social Work with Groups*, 13(4) (1990). Special issue: Ethnicity and biculturalism: Emerging perspectives of social group work.
- Social Work with Groups*, 7(3) (1984). Special issue: Ethnicity in social group work. Sweifach, J. (2009). Cross-cultural group work practice with African American and Jewish adolescents – JCC/READY. *Social Work with Groups*, 32(1/2), 109-124.
- Ball, S. (1994). A group model for gay and lesbian clients with chronic mental illness. *Social Work*, 39(1), 109-115.
- Berkman, C.S., & Zinberg, G. (1997). Homophobia and heterosexism in social workers. *Work*, 42(4), 319-332.
- Bickelhaupt, E. (1995). Alcoholism and Drug Abuse in Gay and Lesbian Persons: a review of incidence studies. *Journal of Gay & Lesbian Social Services*, 2(1), 5-14.
- Black, B., Oles, T.P., & Moore, L. (1998). The relationship between attitudes: Homophobia and sexism among social work students. *Affilia*, 12(2), 166-189.
- DeLois, K. & Cohen, M.B. (2000). A queer idea: Using group work principles to strengthen learning in a sexual minorities seminar. *Social Work with Groups*, 23(3), 53-67.
- Brooke, H. (2001). Essentials of play therapy with abused children. *Journal of Interpersonal Violence*, 16(3), 284.
- Clemans, S.E. (2004). Recognizing vicarious traumatization: A single session group model for trauma workers. *Social Work with Groups*, 27(2/3), 55-74.
- Clemans, S.E. (2005). A feminist group for women rape survivors. *Social Work with Groups*, 28(2), 59-75.

David, P. (2002). Aging survivors of the Holocaust: Unique needs, responses, and long-term group work approaches. *Journal of Social Work in Long Term Care*, 1(3), 73- 89.

Hickle, K. (2014). Putting the pieces back together: A group intervention for sexually exploited adolescent girls. *Social Work*, 37(2), 99-113.

Hung, S. (2012). Empowerment groups for women migrating from China to Hong Kong. *Social Work with Groups*, 35(1) 4-17.

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

Landrum, S. (2016). Enhancing recovery from trauma: Facilitating a mindfulness skills group on a department of veterans affairs inpatient PTSD unit. *Social Work with Groups*, 39(1), 35-47.

Ludwig, K., Imperti, P., Rodriguez, R. & Torrens, A. (2006). Healing trauma and through a community-based multi-family group. *Social Work with Groups*, 29(4), 45-59.

Malone, P. (2012). The impact of peer death on adolescent girls: An efficacy study of the adolescent grief and loss group. *Social Work with Groups*, 35(1) 35-49.

Powell, T., & Blanchet-Cohen, N. (2014). The journey of hope: A group work intervention with children who have experienced a collective trauma. *Social Work with Groups*, 37(4), 297-313

Roe-Sepowitz, D., Pate, K.N. Bedard, L.E. & Greenwald, M. (2009). A trauma-based group Intervention for incarcerated girls. *Social Work with groups*, 32(4), 330-341.

Sweifach, J., LaPorte, H. (2007). A Model for Group Work Practice with Ultra-Orthodox Jewish Victims of Domestic Violence: A Qualitative Study, *Social Work with Groups*: 30(3), 29-45.

MENTALLY ILL

Berman-Rossi, T., & Cohen, M. B. (1988). Group development and shared decision making working with homeless mentally ill women. *Social Work with Groups*, 11(4), 63-78.

Emond, S., & Rasmussen, B. (2012). The status of psychiatric inpatient group therapy: Past, present, and future. *Social Work with Groups*, 35(1), 68-91.

Malone, P. (2012). The impact of peer death on adolescent girls: An efficacy study of the adolescent grief and loss group. *Social Work with Groups*, 35(1) 35-49.

Garvin, C. (1986). Developmental research for task-centered group work with chronic mental patients. *Social Work with Groups*, 9(3), 31-42.

Hitchcock, B.J. (1988). Case study of an activity-discussion group for mentally ill adults in aftercare. In M. Leiderman, M. L. Birnbaum, & B. Dazzo, (Eds.), *Roots and new frontiers in social group work* (pp. 39-50). New York: Haworth Press.

Kelley, T. B. (1999). Mutual aid groups with mentally ill older adults. *Social Work with Groups*, 21(4), 63-80.

Martin, M. A., & Nayowith, A. (1988). Creating community: Groupwork to develop social support networks with homeless mentally ill. *Social Work with Groups*, 11(4), 79-93.

Miller, R., & Mason, S. E. (2012). Open-ended and open-door treatment groups for young people with mental illness. *Social Work with Groups*, 35(1), 50-67.

Nightengale, J. (1990). Discharge planning: Promoting patient involvement through group process. *Social Work with Groups*, 13(2), 83-94.

Thayer, V. B. (1986). The use of a support group for borderline mothers of adolescents. *Social Work with Groups*, 9(2), 57-71.

Warren, P. (1986). The social therapeutic club: A collectivity for ex-psychiatric patients. *Social Work with Groups*, 9(4), 91-101.

CO-LEADERSHIP

Banach, M., & Couse, L. (2012). Interdisciplinary co-facilitation of support groups for parents of children with autism: Opportunity for professional preparation. *Social Work with Groups*, 35(4), 313-329.

Galinsky, M. J., & Schopler, J. (1980). Structuring co-leadership in social work training. *Social Work with Groups*, 3(4), 51-63.

Heap, K. (1985) *The practice of social work with groups: A systematic approach*. London: George Allen, Unwin. (Chapter 2).

Herzog, J. (1980). Communication between co-leaders: Fact or myth? A students perspective. *Social Work with Groups*, 3(4) , 19-29.

Levine, B. (1979): *Group psychotherapy: Practice and development*. Englewood Cliffs, NJ: Prentice-Hall. (Chapter 2).

Middleman, R. R. (1980). Co-leadership and solo-leadership in education for social work with groups. *Social Work with Groups*, 3(4), 39-50.

Nosco, A., & Wallace, R. (1997). Female/male co-leaderships in groups. *Social Work with Groups, 20*(2), 3-16.

TYPE OF GROUPS

PSYCHOTHERAPY GROUPS

Bisson, J. I. (2003). Trauma-focused group psychotherapy is not effective for posttraumatic stress disorder in Vietnam veterans. *Evidence-Based Mental Health, 6*(4), 124-125.

Brekke, J. S. (1989). The use of orientation groups to engage hard-to-reach clients: Model, method and evaluation. *Social Work with Groups, 12*(2), 75-88.

Cassano, D. R. (1989) Multi-family group therapy in social work practice - part I. *Social Work with Groups, 12*(1), 3-14.

Emond, S., & Rasmussen, B. (2012). The status of psychiatric inpatient group therapy: Past, present, and future. *Social Work with Groups, 35*(1), 68-91.

Garland, J.A. (1986). The relationship between group work and group therapy. Can a group therapist be a group worker, too? In M. Parnes, (Ed.), *Innovations in social work: Feedback from practice to theory* (pp. 17-29). New York: Haworth Press.

Knight, C. (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work, 51*(1), 20-31.

Randall, E., & Wodarski, J.S. (1989). Theoretical issues in clinical social group work. *Small Group Behavior, 20*(4), 475-499.

Schamess, G. (1990). New directions in children's group therapy: Integrating family and group perspectives in the treatment of risk children and families. *Social Work with Groups, 13*(1), 67-92.

Solomon, K., & Zinke, M. R. (1991). Group psychotherapy with the elderly. *Journal of Gerontological Social Work, 17*(1/2), 47-57.

Svavarsdottir, S., Olafsdottir, K., & Juliusdottir, S. (2012). Psychiatric group work in social skill training. *Social Work with Groups, 35*(2), 103-123.

Wood, G. G. & Middleman, R.R. (1992). Re-casting. the die: A small approach to giving batterers a chance to change. *Social Work with Groups, 15*(1), 5-18.

MUTUAL AID, SUPPORT, SELF HELP GROUPS

Cohen, C.S. (1995). Making it happen: From great idea to successful support group program. *Social Work with Groups, 18*(1), 67-80.

Damant, D., Roy, B., Chbat, M., Bedard, A., Lebosse, C., & Ouellet, D. (2014). A mutual aid group program for women who use violence. *Social Work with Groups, 37*(3), 198-212.

Farmer, S., & Galaris, D. (1993). Support groups for children of divorce. *American Journal of Family Therapy, 21*(1), 40-50.

Finn, J. (1995). Computer-based self-help groups: A new resources to supplement support groups. *Social Work with Groups, 18*(1), 109-117.

Gitterman, A., & Wayne, J. (2003). Turning points in group life: Using high-tension moments to promote group purpose and mutual aid. *Families in Society, 84*(3), 433-450.

Gitterman, A. (2004). The mutual aid model. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 93-110). New York: The Guilford Press.

Gitterman, A. & Shulman, L. (2005). *Mutual aid groups, vulnerable and resilient populations, and the life cycle*. New York: Columbia University Press.

Hyde, B. (2013). Mutual aid group work: Social work leading the way to recovery-focused mental health practice. *Social work with groups, 36*(1), 43-68.

Knight, C. (1990). Use of support groups with adult female survivors of sexual abuse. *Social Work, 35*(3), 202-206.

Levy, R. (2011). Core themes in a support group for spouses of breast cancer patients. *Social Work with Groups, 34*(2), 147-157.

Schopler, J. H., & Galinsky, M.J. (2005). Meeting practice needs: Conceptualizing the open-ended group. *Social Work with Groups, 28*(3), 69-89.

Schwartz, W. (1985/1986). The group work tradition and social work practice. *Social Work with Groups*, 8(4), 7-27.

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

USE OF PROGRAM AND ACTIVITY

Brandler, S., & Roman, C.P. (1999). *Group work: Skills and strategies for effective interventions*. New York: Haworth Press.

Garvin, C. (1992). A task centered group approach to work with the chronically mentally ill. *Social Work with Groups*, 15(2/3), 67-80.

Johnson, A. (2013). Friendship and other weapons: Group activities to help young girls aged 5-11 to cope with bullying. *Social Work with Groups*, 36(1), 85-86.

Lynn, M., & Nisivoccia, D. (1995). Activity-oriented group work with the mentally ill: Enhancing socialization. *Social Work with Groups*, 18(2/3), 95-106.

Mazza, N., & Price, B. D. (1985). When time counts: Poetry and music in short-term group treatment. *Social Work with Groups*, 8(2), 53-66.

Middleman, R. R. (2006). The use of program: Review and update. *Social work with groups*, 28(3- 4), 29-48.

Moldofsky, Z. (2000). Meals made easy: A group program at a food bank. *Social Work with Groups*, 23(1), 83-96.

Schreiber, J., & O'Brien, K. (2015). Training and supervision of counselors at a residential grief camp. *Social Work with Groups*, 38(1), 56-67.

Shapiro, B. (2016). Norma Lang's use of non-deliberate approaches: Through a multidimensional lens of activity in social work groups. *Social Work with Groups*, 39(2-3), 260-273.

Shulman, L. (1971). Program in group work: Another look. In W. Schwartz & S. Zalba, (Eds.), *The practice of group work* (pp. 221-240). New York: Columbia University Press.

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

TASK ORIENTED GROUPS: ADMINISTRATIVE AND SOCIAL ACTION GROUPS

Breton, M. (1992). Liberation theology, group work, and the right of the poor and oppressed to participate in the life of the community. *Social Work with Groups*, 15(2/3), 257-269.

Breton, M. (1995). The potential for social action in groups. *Social Work with Groups*, 18(2/3), 5- 13.

Cohen, M.B. (1994). Who wants to chair the meeting? Group development and leadership patterns in a community action group of homeless people. *Social Work with Groups*, 17(1/2), 71- 86.

Cohen, M. B., & Mullender, A. (1999). The personal in the political: Exploring the group work continuum from individual to social change goals. *Social Work with Groups*, 22(1), 13-31.

Cox, E. O. (1991). The critical role of social action in empowerment oriented groups. *Social Work with Groups*, 14(3/4), 77-90.

Dudziak, S., & Profitt, N. (2012). Group work and social justice: Designing pedagogy for social change. *Social Work with Groups*, 35(3), 235-252.

Edson, J. B. (1977). How to survive on a committee. *Social Work*, 22(3), 224-226.

Finnegan, E. (1987). The day the roof could have fallen in: Some naturalistic observations about board committees, professional behaviors, and the development of a working group. *Social Work with Groups*, 10(2), 69-78.

Home, A. M. (1991). Mobilizing women's strengths for social change. *Social Work with Groups*, 14(3/4), 153-173.

Lopez, D., & Getzel, G. (1987). Group work with teams of volunteers serving people with AIDS. *Social Work with Groups*, 10(4), 3348.

Mondros, J., & Berman-Rossi, T. (1991). The relevance of stages of group development to community organization practice. *Social Work with Groups*, 14(3/4), 203-221.

Norman, A. J., & Keyes, P. R. (1992). Organization development in public social services - The irresistible force meets the immovable object. *Administration in Social Work*, 16(3/4), 147-165.

Sacks, J. (1991). Action and reflection in work with a group of homeless people. *Social Work with Groups*, 14(3/4), 187-202.

Staples, L. (2012). Community organizing for social justice: Grassroots groups for power. *Social Work*, 57(3), 252.

Work with Groups, 35(3), 287-296.

Vinik, A., & Levin, M. (1991). Social action in group work. *Social Work with Groups*, 14(3/4),

entire issue.

Weiss, J., & Ephross, P. (1995). Group process in administration revisited. In R. Kurland & R. Salmon (Eds.), *Group work practice in a troubled society: Problems and opportunities* (pp. 45-52). New York: The Haworth Press.

TIME LIMITED GROUPS

Corder, B.F., Haizlip, T., & DeBoer, P. (1990). A pilot study for a structured, time-limited therapy group for sexually abused pre-adolescent children. *Child Abuse and Neglect*, 14(2), 243-251.

Jagendorf, J., & Malekoff, A. (2006). Groups-on-the-go: Spontaneously formed mutual aid groups for adolescents in distress. *Social Work with Groups*, 28(3-4), 229-246.

Lovell, M. L., Reid, K., & Richey, C. A. (1992). Social support training for abusive mothers. *Social Work with Groups*, 15(2/3), 95-107.

Rose, S. (2009). A review of effectiveness of group work with children of divorce. *Social Work with Groups*, 32(3), 222-229.

Steinberg, D. M. (1999). The impact of time and place on mutual aid practice with short term groups. *Social Work with Groups*, 22(2/3), 101-118.

Vysniauskyte-Rimkiene, J., & Matuleviciute, D. (2016). How creative group work helps adolescents create relations with self and peers. *Social Work with Groups*, 39(2-3), 234-245.

Black, B., Weisz, A., Mengo, C., & Lucero, J. (2015). Accountability and risk assessment: Members' and leaders' perspectives about psychoeducational batterers' group. *Social Work with Groups*, 38(2), 136-151.

Plasse, B. R. (2000). Components of engagement: Women in a psychoeducational parenting skills group in substance abuse treatment. *Social Work with Groups*, 22(4), 33-50.

Pooler, D., Qualis, N., Rogers, R., & Johnston, D. (2014). An exploration of cohesion and recovery outcomes in addiction treatment groups. *Social Work with Groups*, 37(4), 313-330.

Rhodes, R. (1995). A group intervention for young children in addictive families. *Social Work with Groups*, 18(2.3), 123-133.

Youjung, L., & Yim, N. (2012). Korean American dementia family caregivers' experience of a psychoeducational support group: Investigation of role of culture. *Social Work with Groups*, 36(1), 13-26.

DEVELOPMENTAL,

SOCIALIZATION,

PSYCHOEDUCATIONAL GROUPS

OPEN ENDED GROUPS

Galinsky, M.J., & Schopler, J.H. (1985). Patterns of entry and exit in open-ended groups. *Social Work with Groups*, 8(2), 6780.

Galinsky, M. L., & Schopler, J. H. (1987). Practitioners views of assets and liabilities of open-ended groups. In J. Lassner, K. Powell, & E. Finnegan (Eds.), *Social group work: Competence and values in practices* (pp. 81-99). New York: The Haworth Press, Inc.

Miller, S., & Mason, S. (2012). Open-ended and Open-door treatment groups for young people with mental illness. *Journal of Social Work with Groups*, 35(1), 50-67,

RESEARCH, EVALUATION AND EMPIRICAL EVIDENCE

Boyd, N. (1935). Group work experiments in state institutions. In *Proceedings of the National Conference on Social Work* (pp. 339-345). Chicago: University of Chicago Press.

Coyle, G.L. (1937). *Studies in group behavior*. New York: Harper.

Fisher, M.S. (1995). Group therapy protocols for persons with personality disorders who abuse substances: effective treatment alternatives. *Social Work with Groups*, 18(4), 71-89.

Fisher, M. (2004). Groups for substance abuse treatment. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 259-274). New York and London: The Guilford Press.

Freeman, E. M. (2001). *Substance abuse intervention, prevention, rehabilitation, and systems change strategies: Helping individuals, families, and groups to empower themselves*. New York: Columbia University Press.

Fuchsel, C. (2014). Exploratory evaluation of si, yo puedo: A culturally competent empowerment program for immigrant Latina women in group settings. *Social Work with Groups, 37*(4), 279-296.

Gilbert, M. C., & Beidler, A.E. (2001). Using the narrative approach in groups for chemically dependent mothers. *Social Work with Groups, 24*(3/4), 101-115.

Guida, F., Unterbach, A., Tivolacci, J., & Provet, P. (2004). Residential substance abuse treatment for older adults: An enhanced therapeutic community model. *Journal of Gerontological Social Work, 44*(1/2), 95-109.

Macgowan, M. (2013). Development and application of a standards-based inventory of foundation competencies in social work with groups. *Social Work with Groups, 36*(2-3), 160-173.

Magen, R. (2004). Measurement issues. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 447-460). New York and London: The Guilford Press.

McVinney, D., & Hamid, A. (2002). Substance using men with HIV concerns: An integrated group approach from a harm reduction perspective. *Social Work with Groups, 25*(3), 3-19.

Milgram, D., & Rubin, J. (1992). Resisting the resistance: Involuntary substance abuse group therapy. *Social Work with Groups, 15*(1), 95-110.

Page, R., & Berkow, D.N. (1998). Group work as facilitation of Spiritual development for drug and alcohol abusers. *Journal for Specialists in Group Work, 23*(3), 285-297.

Plasse, B. (2000). Components of engagement: Women in a psychoeducational parenting skills group in substance abuse treatment. *Social Work with Groups, 22*(4), 33-49.

Plasse, B. (2001). A stress reduction and self-care group for homeless and addicted women: Meditation, relaxation, and cognitive methods. *Social Work with Groups, 24*(3/4), 117-133.

Schopler, J. H., & Galinsky, M. J. (1990). Can open-ended groups move beyond beginnings? *Small Group Research, 21*(4), 435-449.

Shulman, L. (2003). Crossing boundaries: Group work with persons with AIDS in early recovery from substance abuse. In J. Lindsay, D. Turcotte, E. Hopmeyer, (Eds.), *Crossing boundaries and developing alliances through group work* (pp. 27-52). New York: The Haworth Press.

Simon, S., & Kibane, T. (2014). The current state of group work education in U.S. graduate schools of social work. *Social Work with Groups*, 37(3), 243-256.

Sweifach, J. (2009). Group work in foundations generalist classes: Perceptions of students about the nature of their experience. *Social work with groups*, 32(4), 303-314.

Sweifach, J. (2014). Group work education today: A content analysis of MSW group work course syllabi. *Social work with groups*, 37(1), 8-22.

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

Sweifach, J. & LaPorte, H. (2008). Why did they choose group work: Exploring motivations and perceptions of current MSW students of group work. *Social Work with Groups*, 31(4), 347-361.

Turner, H. (2011). Concepts for effective facilitation of open groups. *Social Work with Groups*, 34(3/4), 246-256.

Van Wormer, K. (1987). Group work with alcoholics: A phase approach. *Social Work with Groups*, 10(3), 81-97.

Van Wormer, K., & Davies, D.R. (2003). *Addiction treatment: A strengths perspective*. Grove, CA: Brooks/Cole.

Weiler, B., Huang, J., & Cherubin, S. (2015). Applying evidence-based practice in group work at an alternative high school. *Social Work with Groups*, 38(2), 122-135.

PEOPLE WITH HIV/AIDS

Shulman, L. (2003). Crossing boundaries: Group work with persons with AIDS in early recovery from substance abuse. In J. Lindsay, D. Turcotte, E. Hopmeyer, (Eds.), *Crossing Boundaries and developing alliances through group work* (pp. 27-52). New York: The Haworth Press.

PEOPLE MANDATED TO TREATMENT

Behroozi, C. S. (1992). A model for social work with involuntary applicants in groups. *Social Work with Groups*, 15(2/3), 223-238.

Rooney, R., & Chovanec, M. (2004). Involuntary groups. In C. Garvin, L. Gutierrez, & M. Galinsky (Eds.), *Handbook of social work with groups* (pp. 212-226). New York and London: The Guilford Press.

